# CONSENT AGENDA AUGUST 14, 2014

TAB	DESCRIPTION	ACTION
1	<b>BAHR – SECTION I</b> Optional Retirement Plan Amendments	Motion to Approve
2	<b>BAHR – SECTION I - BOISE STATE UNIVERSITY</b> 403(b) Supplemental Retirement Plan – New Participant	Motion to Approve
3	BAHR – SECTION II - IDAHO STATE UNIVERSITY Enterprise Resource Planning Hardware Replacement Purchase	Motion to Approve
4	BAHR – SECTION II - UNIVERSITY of IDAHO AT&T License Agreement – Theophilus Tower	Motion to Approve
5	IRSA – Quarterly Report: Programs and Changes Approved by Executive Director	Motion to Approve
6	IRSA – Higher Education Research Council Appointment	Motion to Approve
7	IRSA – Agenda Item Pulled	Motion to Approve
8	<b>PPGA</b> – Bi-monthly Report: University Approved Alcohol Permits	Motion to Approve
9	<b>PPGA</b> – Indian Education Committee Appointment	Motion to Approve
10	SDE – Adoption of Curricular Materials	Motion to Approve
11	<b>SDE</b> – Teacher Certification/Endorsement Program Approval – Lewis-Clark State College	Motion to Approve

# CONSENT AGENDA AUGUST 14, 2014

# TAB DESCRIPTION

# ACTION

	<b>SDE</b> – Teacher Certification/Endorsement Program	
12	Approval – University of Idaho – New Endorsement	Motion to Approve

# **BOARD ACTION**

I move to approve the Consent Agenda as presented.

Moved by	Seconded by	/ Carried Y	Yes No	I

### SUBJECT

Optional Retirement Plan (ORP)

### REFERENCE

December 2011	Amendments to bring the ORP into compliance with
	federal tax law

October 2012 Amendments to clarify ORP cash withdrawal provisions

## APPLICABLE STATUTES, RULE OR POLICY

Idaho Code 33-107A, 107B Idaho State Board of Education Governing Policies & Procedures, Section II.K

### **BACKGROUND / DISCUSSION**

In its review of the ORP for purposes of issuing a favorable determination letter, the Internal Revenue Service (IRS) requested two technical amendments to the ORP document.

First, the IRS requested an amendment to define the term "leased employee," which appears in the definition of "Eligible Employee" in section 1.8. The amendment defines the term "leased employee" according to tax laws.

Second, the IRS also requested an amendment to clarify the ORP's definition of "compensation" for purposes of tax laws that limit contributions to the Plan to a maximum of 100% of a participant's "compensation" per year. The amendment defines "compensation" for this purpose as wages subject to income tax withholding (plus some elective deferrals that laws exclude from wages for tax withholding). This definition is one of several optional definitions of "compensation" permitted by applicable U.S. Treasury Regulations.

### IMPACT

The first amendment will not affect ORP operations because it is merely a clarification of an existing ORP provision.

Likewise, the second amendment will not affect ORP operations because (i) the ORP provides for contributions at a rate well below 100% of a participant's compensation; and (ii) the ORP's definition of "compensation" for purposes other than this tax law limit will remain unchanged.

## ATTACHMENTS

Attachment 1 – Amendments to Optional Retirement Plan document Page 3

## STAFF COMMENTS AND RECOMMENDATIONS

Board tax counsel prepared amendments to the ORP consistent with the IRS request. The amendments were submitted by Board tax counsel to the IRS

# CONSENT AGENDA AUGUST 14, 2014

earlier this summer subject to approval by the Board. Board counsel and staff received a letter dated July 1, 2104 from the IRS with notification of initial approval of the ORP determination letter application.

Staff recommends approval.

## **BOARD ACTION**

I move to approve the amendments to the Optional Retirement Plan as set forth in Attachment 1.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_ No\_\_\_\_

## AMENDMENTS TO IDAHO STATE BOARD OF EDUCATION OPTIONAL RETIREMENT PLAN IN RESPONSE TO IRS DETERMINATION LETTER REVIEW

1. Amend Plan section 1.8 as follows, effective January 1, 2008:

Replace the sentence "The term Eligible Employee shall not include any leased employee deemed to be an employee of the Institution as provided in Code section 414(n)" with the following:

The term Eligible Employee shall not include a "leased employee" as defined in Code section 414(n), which defines a "leased employee" as any person (other than an employee of the recipient) who pursuant to an agreement between the recipient and any other person ("leasing organization") has performed services for the recipient (or for the recipient and related persons determined in accordance with Code section 414(n)(6)) on a substantially full time basis for a period of at least one year, and such services are performed under primary direction or control by the recipient.

2. Add the following to the end of Plan section 4.8, effective January 1, 2008:

(b) Solely for purposes of applying Code section 415 limits, compensation is defined as wages within the meaning of Code section 3401(a), plus amounts that would be included in wages but for an election under Code section 125(a), 132(f)(4), 402(e)(3), 402(h)(1)(B), 402(k) or 457(b), all as described in Treas. Reg. section 1.415(c)-2.

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# BOISE STATE UNIVERSITY

## SUBJECT

New 403(b) Supplemental Retirement Plan participant

### REFERENCE

June 2011	Idaho State Board of Education (Board) approved
	403(b) Supplemental Retirement Plan
August 2013	Board approved technical amendments to Plan
	document
February 2014	Board approved changes to Plan contribution rates

# APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-107C and 59-513 Idaho Code

## **BACKGROUND/DISCUSSION**

Boise State University (BSU) requests approval to add Kenneth Petersen, Ph.D., the new dean of the College of Business and Economics, as a participant in the Board's 403(b) Supplemental Retirement Plan.

Dr. Petersen served in the United States Navy and Navy Reserve for 17 years, earning his doctorate in operations and sourcing management in 1999 from Michigan State University. He has held faculty positions at University of Oregon, Arizona State University, Colorado State University and University of Tennessee, where he served as the John H. "Red" Dove Professor of Supply Chain Management.

## IMPACT

Participation in the 403(b) Supplemental Retirement Plan is an important recruitment and retention tool for the University. Dr. Petersen contributed to a supplemental retirement plan with his former employer; he would like to continue that practice at Boise State University.

Dr. Petersen's contribution rates will mirror Dr. Kustra and Mark Coyle's contribution rates for the balance of 2014; thereafter, in accordance with plan amendments approved by the Board in February 2014, all participant contribution rates will adjust to 3.5 percent for employer contributions and 2.5 percent employee contributions.

## ATTACHMENTS

Attachment 1 -- Supplemental Retirement 403(b) Plan Appendix A Page 3

# STAFF COMMENTS AND RECOMMENDATIONS

The only Board-approved participants currently in the plan are university presidents, two coaches and an athletic director. There are no deans or other administrators participating in the plan at this time. Offering this benefit is really a business decision for the institution in terms of how much they are willing to pay in the form of deferred compensation in support of recruitment and retention efforts.

Staff recommends approval.

## **BOARD ACTION**

I move to approve the request by Boise State University to add Kenneth Petersen as a participant to the 403(b) Supplemental Retirement Plan as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

# APPENDIX A

# ELIGIBLE EMPLOYEES

The contribution percentages listed in this Appendix A are set by a formula established by the Employer. Each Eligible Employee has not exercised any control, direct or indirect, over the contribution percentages listed in this Appendix A.

1. For Calendar Years 2011 and 2012 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

Employee	Employer Contribution	Mandatory Employee Contribution
Robert Kustra	3.46%	2.60%
Arthur Vailas	2.98%	2.24%
Chris Petersen	10.52%	6.97%
Leon Rice	3.59%	2.70%

2. For Calendar Year 2011 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

Employee	Employer Contribution	Mandatory Employee Contribution
M. Duane Nellis	6.90%	5.19%

**3.** For Calendar Year 2012 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<u>Employee</u>	Employer Contribution	Mandatory Employee Contribution
M. Duane Nellis	3.41%	2.56%

**4.** For Calendar Years 2013 and 2014 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

Employee	Employer Contribution	Mandatory Employee Contribution
Robert Kustra	3.56%	2.70%
Arthur Vailas	3.08%	2.34%
Chuck Staben	3.51%	2.66%

Mark Coyle	3.56%	2.70%
Bryan Harsin	3.69%	2.80%
Leon Rice	3.69%	2.80%
Kenneth Petersen	<u>3.56%</u>	<u>2.70%</u>

**5.** For calendar year 2015 and each calendar year thereafter, the Contributions Amounts (as referenced in Section 2.5) for each Eligible Employee listed below shall be as follows:

Employee	Employer Contribution	Mandatory Employee Contribution
Robert Kustra	3.50%	2.50%
Arthur Vailas	3.50%	2.50%
Chuck Staben	3.50%	2.50%
Mark Coyle	3.50%	2.50%
Bryan Harsin	3.50%	2.50%
Leon Rice	3.50%	2.50%
Kenneth Petersen	<u>3.50%</u>	<u>2.50%</u>

# **IDAHO STATE UNIVERSITY**

## SUBJECT

Enterprise Resource Planning Hardware Replacement

## APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.

## **BACKGROUND/DISCUSSION**

The servers that currently run on the core software of Idaho State University's (ISU) Banner Enterprise Resource Planning (ERP) system were purchased in the spring of 2007. They have served the University well over the past seven years, but are near the end of their useful life.

After extensive analysis of many options for a new hardware platform for these core University services, the University proposes to purchase equipment to replace these servers. The servers and associated network and storage equipment represent the current state of the art for modern enterprise operations. The proposed solution also enhances the business continuity/disaster recovery plans of the University by dividing the servers between two existing computer operations centers on campus. All purchases will be made in conformance with state purchasing policies and procedures. Most purchases will be made from vendors on existing state contracts.

### IMPACT

The total estimated cost for the purchase of these servers and associated system software licenses, including three years of maintenance, is \$1,418,244, funded by appropriated funds.

## **ATTACHMENTS**

Attachment 1 – Summary of project costs	Page 3
Attachment 2 – Budgetary quote for servers, network equipment,	Page 4
and storage from Presidio	
Attachment 3 – Budgetary quote for VMWare licenses from Dell	Page 14
Attachment 4 – Budgetary quote for Oracle linux licenses from Dell	Page 16
Attachment 5 – Budgetary quote for Commvault backup licenses	Page 18
from ASG	

# STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

## **BOARD ACTION**

I move to approve the request by Idaho State University to replace Enterprise Resource Planning (ERP) hardware at an estimated cost not to exceed \$1,418,244, funded by appropriated funds.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

# Idaho State University ERP Hardware Replacement Project

System	Cost incl
	3 yr maint
Computer servers (Presidio)	\$215,256
Storage (Presidio)	\$310,483
Network equipment (Presidio)	\$495,454
Racks & misc. parts (Presidio)	\$14,661
Hardware installation (Presidio)	\$70,160
VMWare licenses (Dell)	\$94,083
Oracle linux licenses (Dell)	\$75,499
Commvault Back-up licenses (ASG)	\$28,017
AppWorx job scheduling licenses	\$16,800
COBOL runtime licenses	\$4,356
Project contingency (10%)	\$93,476
TOTAL	\$1,418,244

Budgetary quotes for major items are provided in the attachments that follow for review. Some individual prices may vary, but the total budget will not increase.



Title: Oracle UCS and DC Refresh with MDS and EMC

To: Mark Norviel ID State University PO BOX 8110 POCATELLO, ID 83209

Phone: 2082824246 Email: norvmark@isu.edu Quote #: 11525683-06 Date: 06/12/2014 Page: 1 of 10

From: Jamie Kelley Presidio Networked Solutions Group, LLC 225 N. 9th Street Suite 610 Boise, ID 83702

Phone: 208.338.7960

Fax:

Email: jkelley@presidio.com Account Manager: Jamie Kelley

#	Part #	Description	Qty	Price	Ext Price
Nexus	7ks and 2ks				
1	N2K-C2248TP	N2K-C2248TP-1GE (48x100/1000-T+4x10GE), airflow/power option	7	\$4,950.00	\$34,650.00
2	CON-SNTP-C2248TP	SMARTNET 24X7X4 N2K-C2248TP-1GE (48x100/1000- T+4x10GE)	7 for 36 mo(s)	\$0.00	\$0.00
3	CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	14	\$0.00	\$0.00
4	N2248TP-FA-BUN	Standard airflow pack: N2K-C2248TP-1GE, 2AC PS, 1Fan	7	\$0.00	\$0.00
5	CON-SNTP-2248TFA	SMARTNET 24X7X4 Standard airflow pack: N2K-C2248TP-1GE	7 for 36 mo(s)	\$702.00	\$4,914.00
6	N7K-C7004-S2	Nexus 7004 Bundle (Chassis, 1xSUP2), No Power Supplies	2	\$17,600.00	\$35,200.00
7	CON-SNTP-N7K4S2	SMARTNET 24X7X4 Nexus 7004 Bundle (C	2 for 36 mo(s)	\$17,390.10	\$34,780.20
8	N7K-AC-3KW	Nexus 7000 - 3.0KW AC Power Supply Module (Cable Included)	4	\$1,650.00	\$6,600.00
9	N7KS2K9-62	Cisco NX-OS Release 6.2 for SUP2 Nexus 7000	2	\$0.00	\$0.00
10	N7K-C7004-5LSB-P1	Inc N7004 LAN, ADV, TRS, EL2, DCNM License - Promotion	2	\$13,200.00	\$26,400.00
11	CON-SAU-7K45LSP1	SW APP SUPP + UPGR Inc N7004 LAN,ADV,TR	2 for 36 mo(s)	\$0.00	\$0.00
12	DCNM-N7K-K9-SBUN	DCNM for LAN Enterprise License for one Nexus 7000 Chassis	2	\$0.00	\$0.00
13	CON-SAU-N7DCNMSB	SW APP SUPP + UPGR DCNM for LAN Enterpr	2 for 36 mo(s)	\$2,730.00	\$5,460.00
14	N7K-C7004-ADV-SBUN	Nexus 7004 Advanced LAN Enterprise License (VDC, CTS ONLY)	) 2	\$0.00	\$0.00
15	N7K-C7004-EL2-SBUN	Nexus 7004 Enhanced Layer 2 License (FabricPath)	2	\$0.00	\$0.00
16	N7K-C7004-LAN-SBUN	Nexus 7004 LAN Enterprise License (L3 protocols)	2	\$0.00	\$0.00
17	N7K-C7004-TRS-SBUN	Nexus 7004 Transport Services License	2	\$0.00	\$0.00
18	N7K-SUP2	Nexus 7000 - Supervisor 2, Includes External 8GB USB Flash	2	\$0.00	\$0.00
19	N7K-USB-8GB	Nexus 7K USB Flash Memory - 8GB (Log Flash)	2	\$0.00	\$0.00
20	N7K-F248XP-25	Nexus 7000 F2-Series 48 Port 10GbE (req. SFP+)	2	\$24,200.00	\$48,400.00
21	GLC-T	1000BASE-T SFP	2	\$217.25	\$434.50
22	SFP-10G-LR	10GBASE-LR SFP Module	4	\$2,197.25	\$8,789.00

# **CONSENT - BAHR - SECTION II**

# PRESIDIO.

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23	SFP-10G-SR	10GBASE-SR SFP Module	4	\$547.25	\$2,189.00
24	SFP-H10GB-ACU10M	Active Twinax cable assembly, 10m	12	\$225.50	\$2,706.00
25	CAB-AC-2500W-US1	Power Cord, 250Vac 16A, straight blade NEMA 6-20 plug, US	4	\$0.00	\$0.00
26	N7K-C7004-FD-MB	Nexus 7004 Front Door Kit	2	\$440.00	\$880.00
27	DCNM-PAK	DCNM Advanced License Kit for Nexus and MDS switches	2	\$0.00	\$0.00
28	N2K-C2232TM	N2K-C2232TM-10GE (32x1/10GT+8x10GE), airflow/power option	4	\$6,325.00	\$25,300.00
29	CON-SNTP-C2232TM	SMARTNET 24X7X4 N2K10GE,2PS,Fan Mod,32x1/10GT+Uplink Mod	4 for 36 mo(s)	\$0.00	\$0.00
30	CAB-AC-L620-C13	AC Power Cord, NEMA L6-20 - C13, 2M/6.5ft	8	\$0.00	\$0.00
31	N2232TP-FA-BUN	Std airflow pack: N2K-C2232TM-10GE/N2K-M2800P, 2AC PS/Fan	4	\$0.00	\$0.00
32	CON-SNTP-2232TFA	SMARTNET 24X7X4 Std airflow pack: N2K-C2232TM-10GE	4 for 36 mo(s)	\$898.95	\$3,595.80
33	N7K-C7004-S2-R	Nexus 7004 Bundle (Chassis,2xSUP2),No Power Supplies	2	\$28,600.00	\$57,200.00
34	CON-SNTP-N7K4S2R	SMARTNET 24X7X4 Nexus 7004 Bundle (C	2 for 36 mo(s)	\$17,390.10	\$34,780.20
35	N7K-AC-3KW	Nexus 7000 - 3.0KW AC Power Supply Module (Cable Included)	4	\$1,650.00	\$6,600.00
36	N7KS2K9-61	Cisco NX-OS Release 6.1 for SUP2	2	\$0.00	\$0.00
37	N7K-C7004-5LSB-P1	Inc N7004 LAN, ADV, TRS, EL2, DCNM License - Promotion	2	\$13,200.00	\$26,400.00
38	CON-SAU-7K45LSP1	SW APP SUPP + UPGR Inc N7004 LAN, ADV, TR	2 for 36 mo(s)	\$0.00	\$0.00
39	DCNM-N7K-K9-SBUN	DCNM for LAN Enterprise License for one Nexus 7000 Chassis	2	\$0.00	\$0.00
40	CON-SAU-N7DCNMSB	SW APP SUPP + UPGR DCNM for LAN Enterpr	2 for 36 mo(s)	\$2,730.00	\$5,460.00
41	N7K-C7004-ADV-SBUN	Nexus 7004 Advanced LAN Enterprise License (VDC, CTS ONLY)	2	\$0.00	\$0.00
42	N7K-C7004-EL2-SBUN	Nexus 7004 Enhanced Layer 2 License (FabricPath)	2	\$0.00	\$0.00
43	N7K-C7004-LAN-SBUN	Nexus 7004 LAN Enterprise License (L3 protocols)	2	\$0.00	\$0.00
44	N7K-C7004-TRS-SBUN	Nexus 7004 Transport Services License	2	\$0.00	\$0.00
45	N7K-SUP2	Nexus 7000 - Supervisor 2, Includes External 8GB USB Flash	2	\$0.00	\$0.00
46	N7K-USB-8GB	Nexus 7K USB Flash Memory - 8GB (Log Flash)	2	\$0.00	\$0.00
47	N7K-SUP2	Nexus 7000 - Supervisor 2, Includes External 8GB USB Flash	2	\$0.00	\$0.00
48	N7K-USB-8GB	Nexus 7K USB Flash Memory - 8GB (Log Flash)	2	\$0.00	\$0.00
49	N7K-F248XP-25	Nexus 7000 F2-Series 48 Port 10GbE (req. SFP+)	2	\$24,200.00	\$48,400.00
50	GLC-T	1000BASE-T SFP	2	\$217.25	\$434.50
51	SFP-10G-LR	10GBASE-LR SFP Module	4	\$2,197.25	\$8,789.00
52	SFP-10G-SR	10GBASE-SR SFP Module	4	\$547.25	\$2,189.00
53	SFP-H10GB-ACU10M	Active Twinax cable assembly, 10m	8	\$225.50	\$1,804.00

# **CONSENT - BAHR - SECTION II**

PRESIDIO			Quote #: 115256 Date: 06/12/2 Page: 3 of 10	
54 CAB-AC-2500W-US1	Power Cord, 250Vac 16A, straight blade NEMA 6-20 plug, US	4	\$0.00	\$0.00
55 N7K-C7004-FD-MB	Nexus 7004 Front Door Kit	2	\$440.00	\$880.00
56 DCNM-PAK	DCNM Advanced License Kit for Nexus and MDS switches	2	\$0.00	\$0.00

Total [Nexus 7ks and 2ks]: \$433,235.20 MDS and Catalyst 6500 Switches DS-C9148D-8G16P-K9 MDS 9148 with 16p enabled, 16x8GFC SW optics, 2 PS 4 \$16,720.00 \$4,180.00 57 SMARTNET 24X7X4 MDS9148 w/16p enabled,16x8GFC SW opt 58 CON-SNTP-C98G16 4 \$1,696.50 \$6,786.00 2PS for 36 mo(s) 59 CAB-9K12A-NA Power Cord, 125VAC 13A NEMA 5-15 Plug, North America 8 \$0.00 \$0.00 DS-9148-KIT-CSCO Accessory Kit for Cisco MDS 9148 \$0.00 \$0.00 4 60 DS-SFP-FC8G-SW 8 Gbps Fibre Channel SW SFP+, LC \$0.00 \$0.00 61 64 62 VS-S2T-10G= Cat 6500 Sup 2T with 2 x 10GbE and 3 x 1GbE with MSFC5 2 \$15,400.00 \$30,800.00 PFC4 S2TIBK9-15001SY Cisco CAT6000-VS-S2T IOS IP BASE FULL ENCRYPT 2 \$0.00 \$0.00 63 2 MEM-C6K-INTFL1GB Internal 1G Compact Flash \$0.00 \$0.00 64 VS-F6K-PFC4 Cat 6k 80G Sys Daughter Board Sup2T PFC4 2 \$0.00 \$0.00 65 VS-SUP2T-10G Catalyst 6500 Supervisor Engine 2T Baseboard 2 \$0.00 \$0.00 66 MEM-SUP2T-2GB Catalyst 6500 2GB memory for Sup2T and Sup2TXL 2 \$0.00 \$0.00 67 68 CON-SNTP-WSC6504E SMARTNET 24X7X4 Cisco Catalayst 4-sl 1 \$7,913.10 \$7,913.10 Three year SMARTnet

Total [MDS and Catalyst 6500 Switches]:

\$62,219.10

UCS E	S Equipment						
69	UCS-SP7-B200-E	UCS SP7 B200 ENT 2x6248,1xCH,2xB200w/2xE5-2609v2,64G	1	\$0.00	\$0.00		
70	UCS-SP-INFRA-CHSS	UCS SP BASE 5108 Blade Svr AC Chassis	1	\$6,955.20	\$6,955.20		
71	CON-SNTP-SPINFRAC	SMARTNET 24X7X4 UCS SP BASE 5108 Bla	1 for 36 mo(s)	\$452.40	\$452.40		
72	UCS-IOM-2208XP	UCS 2208XP I/O Module (8 External, 32 Internal 10Gb Ports)	2	\$0.00	\$0.00		
73	N01-UAC1	Single phase AC power module for UCS 5108	1	\$0.00	\$0.00		
74	N20-CAK	Accessory kit for UCS 5108 Blade Server Chassis	1	\$0.00	\$0.00		
75	N20-CBLKB1	Blade slot blanking panel for UCS 5108/single slot	8	\$0.00	\$0.00		
76	N20-FAN5	Fan module for UCS 5108	8	\$0.00	\$0.00		
77	N20-FW011	UCS Blade Server Chassis FW Package 2.1	1	\$0.00	\$0.00		
78	UCSB-5108-PKG-HW	UCS 5108 Packaging for chassis with half width blades.	1	\$0.00	\$0.00		
79	UCSB-PSU-2500ACPL	2500W Platinum AC Hot Plug Power Supply for UCS 5108 Chassis	4	\$0.00	\$0.00		
80	CAB-C19-CBN	Cabinet Jumper Power Cord, 250 VAC 16A, C20-C19 Connectors	s 4	\$0.00	\$0.00		

# **CONSENT - BAHR - SECTION II**

# PRESIDIO

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81	UCS-SP7-INFR-FI48	(Not sold standalone) UCS 6248UP 1RU Fabric Int w/12p LIC	2	\$4,946.40	\$9,892.80
82	CON-SNTP-SP7F6248	SMARTNET 24X7X4 TBD	2 for 36 mo(s)	\$1,790.10	\$3,580.20
83	CAB-C13-CBN	Cabinet Jumper Power Cord, 250 VAC 10A, C14-C13 Connectors		\$0.00	\$0.00
84	DS-SFP-FC8G-SW	8 Gbps Fibre Channel SW SFP+, LC	12	\$0.00	\$0.00
85	N10-MGT011	UCS Manager v2.1	2	\$0.00	\$0.00
86	SFP-10G-SR	10GBASE-SR SFP Module	4	\$0.00	\$0.00
87	SFP-H10GB-CU3M	10GBASE-CU SFP+ Cable 3 Meter	8	\$0.00	\$0.00
88	UCS-ACC-6248UP	UCS 6248UP Chassis Accessory Kit	2	\$0.00	\$0.00
89	UCS-BLKE-6200	UCS 6200 Series Expansion Module Blank	2	\$0.00	\$0.00
90	UCS-FAN-6248UP	UCS 6248UP Fan Module	4	\$0.00	\$0.00
91	UCS-FI-DL2	UCS 6248 Layer 2 Daughter Card	2	\$0.00	\$0.00
92	UCS-PSU-6248UP-AC	UCS 6248UP Power Supply/100-240VAC	4	\$0.00	\$0.00
93	UCS-SP7-SR-B200-E	(Not a standalone SKU) B200M3 w/ 2xE52609B,8x8GB,VIC1240	2	\$3,680.16	\$7,360.32
94	CON-SNTP-SP7B200E	SMARTNET 24X7X4 TBD	2 for 36 mo(s)	\$571.35	\$1,142.70
95	N20-BBLKD	UCS 2.5 inch HDD blanking panel	4	\$0.00	\$0.00
96	UCSB-MLOM-40G-01	Cisco UCS VIC 1240 modular LOM for M3 blade servers	2	\$0.00	\$0.00
97	UCS-CPU-E52609B	2.50 GHz E5-2609 v2/80W 4C/10MB Cache/DDR3 1333MHz	4	\$0.00	\$0.00
98	UCS-MR-1X082RZ-A	8GB DDR3-1866-MHz RDIMM/PC3-14900/dual rank/x4/1.5v	16	\$0.00	\$0.00
99	UCSB-HS-01-EP	CPU Heat Sink for UCS B200 M3 and B420 M3	4	\$0.00	\$0.00
100	UCS-EZ7-B200-P	UCS SP7 B200 PERF EXP w/ 2xE5-2680v2,256G,VIC1240	9	\$10,560.00	\$95,040.00
101	CON-SNTP-EZ7B200P	SMARTNET 24X7X4 TBD	9 for 36 mo(s)	\$571.35	\$5,142.15
102	UCSB-MLOM-40G-01	Cisco UCS VIC 1240 modular LOM for M3 blade servers	9	\$0.00	\$0.00
103	N20-BBLKD	UCS 2.5 inch HDD blanking panel	18	\$0.00	\$0.00
104	UCS-CPU-E52680B	2.80 GHz E5-2680 v2/115W 10C/25MB Cache/DDR3 1866MHz	18	\$0.00	\$0.00
105	UCS-MR-1X162RZ-A	16GB DDR3-1866-MHz RDIMM/PC3-14900/dual rank/x4/1.5v	144	\$0.00	\$0.00
106	UCSB-HS-01-EP	CPU Heat Sink for UCS B200 M3 and B420 M3	18	\$0.00	\$0.00
107	UCS-EZ7-300G10K-2	UCS SP7 300GB 6Gb SFF SAS 10K RPM HDD 2PAK	2	\$0.00	\$0.00
108	UCS-EZ7-300GB-HDD1	(Not a standalone SKU) 300GB 6Gb SAS 10K RPM HDD	4	\$245.76	\$983.04
109	UCS-EZ7-300G10K-2	UCS SP7 300GB 6Gb SFF SAS 10K RPM HDD 2PAK	13	\$0.00	\$0.00
110	UCS-EZ7-300GB-HDD1	(Not a standalone SKU) 300GB 6Gb SAS 10K RPM HDD	26	\$245.76	\$6,389.76
111	UCS-SP7-B200-P	UCS SP7 B200 PERF 2x6296,1xCH,4xB200w/2x2680v2,256G	1	\$0.00	\$0.00

# **CONSENT - BAHR - SECTION II**

# PRESIDIO.

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112	UCS-SP7-SR-B200-P	(Not a standalone SKU) B200M3 w/ 2xE52680B,16x16GB,VIC1240	4	\$10,680.48	\$42,721.92
113	CON-SNTP-SP7B200P	SMARTNET 24X7X4 TBD	4 for 36 mo(s)	\$571.35	\$2,285.40
114	N20-BBLKD	UCS 2.5 inch HDD blanking panel	8	\$0.00	\$0.00
115	UCS-CPU-E52680B	2.80 GHz E5-2680 v2/115W 10C/25MB Cache/DDR3 1866MHz	8	\$0.00	\$0.00
116	UCS-MR-1X162RZ-A	16GB DDR3-1866-MHz RDIMM/PC3-14900/dual rank/x4/1.5v	64	\$0.00	\$0.00
117	UCSB-HS-01-EP	CPU Heat Sink for UCS B200 M3 and B420 M3	8	\$0.00	\$0.00
118	UCSB-MLOM-40G-01	Cisco UCS VIC 1240 modular LOM for M3 blade servers	4	\$0.00	\$0.00
119	UCS-SP-INFRA-CHSS	UCS SP BASE 5108 Blade Svr AC Chassis	1	\$6,955.20	\$6,955.20
120	CON-SNTP-SPINFRAC	SMARTNET 24X7X4 UCS SP BASE 5108 Bla	1 for 36 mo(s)	\$452.40	\$452.40
121	N01-UAC1	Single phase AC power module for UCS 5108	1	\$0.00	\$0.00
122	N20-CAK	Accessory kit for UCS 5108 Blade Server Chassis	1	\$0.00	\$0.00
123	N20-CBLKB1	Blade slot blanking panel for UCS 5108/single slot	8	\$0.00	\$0.00
124	N20-FAN5	Fan module for UCS 5108	8	\$0.00	\$0.00
125	N20-FW011	UCS Blade Server Chassis FW Package 2.1	1	\$0.00	\$0.00
126	UCS-IOM-2208XP	UCS 2208XP I/O Module (8 External, 32 Internal 10Gb Ports)	2	\$0.00	\$0.00
127	UCSB-5108-PKG-HW	UCS 5108 Packaging for chassis with half width blades.	1	\$0.00	\$0.00
128	UCSB-PSU-2500ACPL	2500W Platinum AC Hot Plug Power Supply for UCS 5108 Chassis	4	\$0.00	\$0.00
129	CAB-C19-CBN	Cabinet Jumper Power Cord, 250 VAC 16A, C20-C19 Connectors	4	\$0.00	\$0.00
130	UCS-SP7-INFR-FI96	(Not sold standalone) UCS 6296UP 2RU Fabric Int w/18p LIC	2	\$6,960.00	\$13,920.00
131	CON-SNTP-SP7F6296	SMARTNET 24X7X4 TBD	2 for 36 mo(s)	\$3,578.25	\$7,156.50
132	CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	4	\$0.00	\$0.00
133	DS-SFP-FC8G-SW	8 Gbps Fibre Channel SW SFP+, LC	8	\$0.00	\$0.00
134	N10-MGT011	UCS Manager v2.1	2	\$0.00	\$0.00
135	SFP-10G-SR	10GBASE-SR SFP Module	4	\$0.00	\$0.00
136	SFP-H10GB-CU3M	10GBASE-CU SFP+ Cable 3 Meter	12	\$0.00	\$0.00
137	UCS-ACC-6296UP	UCS 6296UP Chassis Accessory Kit	2	\$0.00	\$0.00
138	UCS-BLKE-6200	UCS 6200 Series Expansion Module Blank	6	\$0.00	\$0.00
139	UCS-FAN-6296UP	UCS 6296UP Fan Module	8	\$0.00	\$0.00
140	UCS-PSU-6296UP-AC	UCS 6296UP Power Supply/100-240VAC	4	\$0.00	\$0.00
141	SFP-H10GB-CU1M=	10GBASE-CU SFP+ Cable 1 Meter	12	\$82.50	\$990.00

# **CONSENT - BAHR - SECTION II**

# PRESIDIO.

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142	SFP-H10GB-CU3M=	10GBASE-CU SFP+ Cable 3 Meter	12	\$115.50	\$1,386.00
143	GLC-T=	1000BASE-T SFP	2	\$217.25	\$434.50
144	UCS-SD-16G=	16GB SD Card module for UCS Servers	30	\$67.20	\$2,016.00

Total [UCS Equipment]:

\$215,256.49

VNX 5400 with Recoverpoint						
145	VNXB54DP25F	VNX5400 DPE 25X2.5" DRIVE SLOTS-FLD IN	1	\$4,492.72	\$4,492.72	
146	VNXB6GSDAE25F	VNXB 25X2.5 6G SAS EXP DAE-FIELD INST	4	\$2,685.02	\$10,740.08	
147	V4-2S10-600	VNX 600GB 10K SAS 25X2.5 DPE/DAE	46	\$540.58	\$24,866.68	
148	FLV42S6F-100	VNX 100GB FAST CACHE 25X2.5 DPE/DAE	3	\$1,323.11	\$3,969.33	
149	V4-2S07-010	VNX 1TB NL SAS 25X2.5 DPE/DAE	70	\$486.27	\$34,038.90	
150	V-V4-260010	VNX 600GB 10K VAULT 25X2.5 DPE/DAE	1	\$2,159.13	\$2,159.13	
151	C13-PWR-12	2 C13 CORDS NEMA 5-15 125V 10A - NON DPE	4	\$0.00	\$0.00	
152	C13-250V-ULCSA	250V PWR CRD C13 TO 6-15P UL/CSA	1	\$0.00	\$0.00	
153	RP-LS	RECOVERPOINT LICENSE SOLUTION	1	\$0.00	\$0.00	
154	456-104-620	RP/SE REM FOR RPS V53 V54=IC	1	\$0.00	\$0.00	
155	PSINST-ESRS	ZERO DOLLAR ESRS INSTALL	1	\$0.00	\$0.00	
156	CE-VALPAKVNX	VNX SOL. (FAST; LOCAL PROTECT) VALUEPAK	1	\$5,195.02	\$5,195.02	
157	M-PRESWE-001	PREMIUM SW SUPPORT	1	\$9,559.95	\$9,559.95	
158	WU-PREHWE-01	PREMIUM HW SUPPORT-WARR UPG	1	\$7,768.64	\$7,768.64	
159	VNX-RPHW3-G5T	RPA GEN5-TAA FOR VNX L1	2	\$4,096.57	\$8,193.14	
160	VNXBOECAPTB	VNXB OE PER TB HI CAPACITY	70	\$144.52	\$10,116.40	
161	VNXBOEPERFTB	VNXB OE PER TB PERFORMANCE	29	\$396.08	\$11,486.32	
162	VNXOE-5400	VNX5400 Operating Environment	1	\$0.00	\$0.00	
163	VNX54-KIT	VNX5400 Documentation Kit=IC	1	\$0.00	\$0.00	
164	FSTS-VNX5400	VNX5400 FAST Suite=IC	1	\$4,641.63	\$4,641.63	
165	UNISB-VNX5400	VNX5400 Unisphere Block Suite=IC	1	\$4,742.75	\$4,742.75	
166	RPS-VNX5400	VNX5400 Remote Protection Suite=IC	1	\$8,319.81	\$8,319.81	
167	VSPBM8GFFEA	VNXB 4 PORT 8G FC IO MODULE PAIR	2	\$2,008.00	\$4,016.00	
168	VSPBMXGI2A	VNXB 2 PT OP 10G ISCSI IO MOD PR-SFP	1	\$4,819.42	\$4,819.42	
169	VNXB54DP25F	VNX5400 DPE 25X2.5" DRIVE SLOTS-FLD IN	1	\$4,492.72	\$4,492.72	
170	VNXB6GSDAE25F	VNXB 25X2.5 6G SAS EXP DAE-FIELD INST	4	\$2,685.02	\$10,740.08	

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P	RES	IDIO.		Quote #: 1152 Date: 06/1 Page: 7 of	2/2014
171	V4-2S10-600	VNX 600GB 10K SAS 25X2.5 DPE/DAE	46	\$540.58	\$24,866.68
172	FLV42S6F-100	VNX 100GB FAST CACHE 25X2.5 DPE/DAE	3	\$1,323.11	\$3,969.33
173	V4-2S07-010	VNX 1TB NL SAS 25X2.5 DPE/DAE	70	\$486.27	\$34,038.90
174	V-V4-260010	VNX 600GB 10K VAULT 25X2.5 DPE/DAE	1	\$2,159.13	\$2,159.13
175	C13-PWR-12	2 C13 CORDS NEMA 5-15 125V 10A - NON DPE	4	\$0.00	\$0.00
176	C13-250V-ULCSA	250V PWR CRD C13 TO 6-15P UL/CSA	1	\$0.00	\$0.00
177	RP-LS	RECOVERPOINT LICENSE SOLUTION	1	\$0.00	\$0.00
178	456-104-620	RP/SE REM FOR RPS V53 V54=IC	1	\$0.00	\$0.00
179	PSINST-ESRS	ZERO DOLLAR ESRS INSTALL	1	\$0.00	\$0.00
180	CE-VALPAKVNX	VNX SOL. (FAST; LOCAL PROTECT) VALUEPAK	1	\$5,195.02	\$5,195.02
181	M-PRESWE-001	PREMIUM SW SUPPORT	1	\$9,559.95	\$9,559.95
182	WU-PREHWE-01	PREMIUM HW SUPPORT-WARR UPG	1	\$0.00	\$0.00
183	VNX-RPHW3-G5T	RPA GEN5-TAA FOR VNX L1	2	\$4,096.57	\$8,193.14
184	VNXBOECAPTB	VNXB OE PER TB HI CAPACITY	70	\$144.52	\$10,116.40
185	VNXBOEPERFTB	VNXB OE PER TB PERFORMANCE	29	\$396.08	\$11,486.32
186	VNXOE-5400	VNX5400 Operating Environment	1	\$0.00	\$0.00
187	VNX54-KIT	VNX5400 Documentation Kit=IC	1	\$0.00	\$0.00
188	FSTS-VNX5400	VNX5400 FAST Suite=IC	1	\$4,641.63	\$4,641.63
189	UNISB-VNX5400	VNX5400 Unisphere Block Suite=IC	1	\$4,742.75	\$4,742.75
190	RPS-VNX5400	VNX5400 Remote Protection Suite=IC	1	\$8,319.81	\$8,319.81
191	VSPBM8GFFEA	VNXB 4 PORT 8G FC IO MODULE PAIR	2	\$2,008.00	\$4,016.00
192	VSPBMXGI2A	VNXB 2 PT OP 10G ISCSI IO MOD PR-SFP	1	\$4,819.42	\$4,819.42
193	CE-VNX5400	EMC Training Credit Training credits for four people	1	\$0.00	\$0.00
			tal [VNX 5400 w	ith Recoverpoint]:	\$310,483.20
APC E	quipment				
194	AR7580A	Vertical Cable Manager for NetShelter SX 750mm Wide 42U (Qty 2)	4	\$233.51	\$934.04
195	AR3150	NetShelter SX 42U 750mm Wide x 1070mm Deep Enclosure with Sides Black	u 4	\$1,432.87	\$5,731.48
196	AP7598	Rack PDU,Basic,Zero U,12.5kW,208V,(30)C13,(6)C19;10' Cord	12	\$557.23	\$6,686.76
197	AR7700	NetShelter SX 600mm/750mm Stabilizer Plate	4	\$65.16	\$260.64
198	AR8100	M6 Hardware for 600mm Wide Enclosures	4	\$31.17	\$124.68
199	AR8136BLK200	APC 1U 19 Black Modular Toolless Blanking Panel - Qty 200"	2	\$461.47	\$922.94

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# PRESIDIO.

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			Total [APC Equipment]:		\$14,660.54
Presid	io Professional Serv	vices			
200	PS-SVC-TM	Hourly for Presidio employee labor	1.00	\$70,160.00	\$70,160.00
			Total [Presidio Profess	sional Services]:	\$70,160.00
				Sub Total:	\$1,106,014.53
				Grand Total:	\$1,106,014.53

# PRESIDIO

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Quote valid for 30 days unless otherwise noted.

### Additional Terms

The following terms and conditions ("Additional Terms") shall govern this ORDER/PROPOSAL unless a valid Master Services & Product Agreement has been executed between the parties for professional services and/or product and is in force at the time this ORDER/PROPOSAL is executed, in which case the terms of the Master Services & Product Agreement shall govern to the extent that they are inconsistent with this ORDER/PROPOSAL.

1. Purchase Orders, Invoicing, Payment and Acceptance. Any purchase order submitted by CLIENT in connection with this ORDER/PROPOSAL shall be deemed subject to these Additional Terms and this ORDER/PROPOSAL. Unsigned, electronically submitted purchase orders shall be deemed to include CLIENT's electronic signature and shall be binding to the extent accepted by PRESIDIO. PRESIDIO'S performance of such purchase order shall not constitute Presidio Networked Solutions Group, LLC's (" Presidio Networked Solutions Group, LLC" or "PRESIDIO") acceptance of new or different terms, including pre-printed terms on such order. In absence of a purchase order, CLIENT agrees that its signature below grants PRESIDIO the right to invoice CLIENT and authorizes payment to PRESIDIO for the amounts owed. Further, CLIENT represents that PRESIDIO can rely on such CLIENT signature for payment. PRESIDIO shall invoice CLIENT for the Products and/or Services in accordance with the terms stated in the ORDER/PROPOSAL. The price included herein reflects a 3% discount for payment by cash, check or wire transfer. This discount will not apply in the event that CLIENT pays using a credit card or debit card. CLIENT shall make payment to PRESIDIO within thirty (30) days from the date of invoice. Except for taxes due on PRESIDIO's net income, CLIENT shall pay all taxes. PRESIDIO reserves the right to bill CLIENT for additional work requested by CLIENT and performed by PRESIDIO, and for applicable expenses incurred

by PRESIDIO pursuant to providing such additional services, which are not described in this ORDER/ PROPOSAL. Unless otherwise indicated in this ORDER/PROPOSAL, CLIENT agrees that staff augmentation services and services performed on a time and materials basis shall be deemed accepted as performed. Unless otherwise indicated in this ORDER/PROPOSAL, Projects shall be deemed accepted upon the earlier of PRESIDIO's receipt a signed Project Completion and Acceptance document which has been signed and dated by an authorized representative of CLIENT, or sixty (60) calendar days from the date of the delivery of the final Project deliverable.

Purchase of Product. All Products delivered to CLIENT hereunder shall be shipped FOB origin, freight collect. Title and risk of loss shall pass to 2. CLIENT at point of origin. Products shall be deemed accepted upon delivery.

Limitations of Warranties. PRESIDIO warrants that Services shall be provided by competent personnel in accordance with applicable professional 3 standards. ALL PRODUCTS PROVIDED BY PRESIDIO ARE PROVIDED "AS IS", WITH ALL FAULTS. PRESIDIO MAKES NO OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. ANY AND ALL ORIGINAL EQUIPMENT MANUFACTURER (OEM) WARRANTIES, CERTIFICATIONS AND GUARANTEES, IF ANY, ARE PASSED THROUGH TO CLIENT.

4. Intellectual Property. CLIENT acknowledges that PRESIDIO, its vendors, and/or its licensors retain all patents and/or copyrights in and to all proprietary data, processes and programs, if any, provided in connection with Services performed hereunder; any PRESIDIO software provided to CLIENT as part of the Services provided shall be subject to the vendor's, licensor's or OEM's copyright and licensing policy. To the extent such software is prepared by PRESIDIO, it is provided by nontransferable, nonexclusive license for CLIENT'S internal use only, subject strictly to the terms and conditions of this Agreement, and shall terminate upon termination or expiration of this Agreement. CLIENT shall not duplicate, use or disclose for the benefit of third parties, reverse engineer or decompile any such software.

Confidential Information. The parties agree that Confidential Information means any information disclosed by the disclosing party to the receiving 5. party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment, "CLIENT" lists or other "CLIENT" information not known to the public), which is designated as "Confidential," "Proprietary" or some similar designation, or is the type of information which should reasonably be recognized as Confidential or Proprietary. The receiving party shall not use any Confidential Information of the disclosing party for any purpose except to evaluate and engage in discussions concerning this Proposal. Each party agrees to protect the other party's Proprietary and Confidential Information to the same extent that it protects its own Proprietary and Confidential Information but with no less than a reasonable degree of care.

Limitation of Liability. IN NO EVENT SHALL PRESIDIO BE LIABLE TO CLIENT FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, 6 EXEMPLARY, OR PUNITIVE DAMAGES OF ANY KIND WHATSOEVER, ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. PRESIDIO'S ENTIRE LIABILITY AND CLIENT'S EXCLUSIVE REMEDY FOR DAMAGES FROM ANY CAUSE WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, NONPERFORMANCE OR MISREPRESENTATION, AND REGARDLESS OF THE FORM OF ACTIONS, SHALL BE LIMITED TO THE AMOUNT WHICH HAS BEEN ACTUALLY PAID TO PRESIDIO BY CLIENT FOR SERVICES AND/OR PERFORMANCE HEREUNDER. Without limiting the foregoing, PRESIDIO will have no responsibility for the adequacy or performance of (i) any third party software provided to PRESIDIO under this agreement; (ii) any hardware, and (iii) any services provided by any third party.

Non-Solicitation Provision. During the term of this ORDER/PROPOSAL and for twelve (12) months thereafter, neither party will solicit for a 7 permanent or other position any employee or subcontractor of the other party to whom that party was introduced as a result of this ORDER/PROPOSAL. Should a party solicit and/or hire such an employee or contractor from the other party, the soliciting and/or hiring party shall pay to the other party an administrative fee equal to 1 year's salary of the employee's new salary at the soliciting and/or hiring party's new company. 8. Equal Opportunity/Affirmative Action Employer. PRESIDIO is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive

consideration for employment without regard to race, age, color, religion, gender, national origin, disability, sexual orientation, or veteran status.

Export Law Compliance. CLIENT has been advised that all Products purchased hereunder and PRESIDIO Confidential Information are subject to the 9 U.S. Export Administration Regulations. CLIENT agrees to comply with all applicable United States export control laws, and regulations, as from time to time amended, including without limitation, the laws and regulations administered by the United States Department of Commerce and the United States Department of State.

Document Control/Responsibility. CLIENT is responsible for maintaining its own procedures for the reconstruction of lost or altered files, backup or 10. saving of data or programs to the extent deemed necessary by CLIENT and for actually reconstructing any lost or altered files, data or programs. PRESIDIO assumes no responsibility for the protection of CLIENT'S data. PRESIDIO is not liable for damage to software or data caused by service to the computer hardware equipment. CLIENT agrees that it shall have the sole responsibility for safeguarding the software and data during service work performed by PRESIDIO. PRESIDIO is not liable for software damage due to any outside factor, i.e. software virus.

Force Majeure. Neither party shall be liable for any failure or delay in performance of its obligations hereunder where such performance is prevented 11 or delayed by causes beyond its reasonable control, including without limitation, flood, war, embargo, strike or other labor dispute, riot, acts of God or the

intervention of any government authority. 12. Choice of Law and Venue. The parties will attempt to settle any claim or controversy arising under this ORDER/PROPOSAL through consultation and negotiation in good faith and a spirit of mutual cooperation. This ORDER/PROPOSAL and all matters relating thereto shall be governed exclusively by the DRDER/PROPOSAL or any other contract or agreement between the substantive law of the State of Texas. Any dispute relating directly or indirectly to this ORDER/PROPOSAL or any other contract or agreement between the parties which cannot be resolved through the process of consultation and negotiation shall be brought in a court of competent jurisdiction in Dallas County, Texas, that being the exclusive venue for any dispute between or any claims held by any of the parties to this ORDER/PROPOSAL.

CLIENT Credit. As an inducement to provide the Services and/or the Products, CLIENT hereby represents and warrants that it is solvent, that it pays 13. its obligations as they come due. CLIENT agrees that PRESIDIO that PRESIDIO has the right to obtain the credit history of the applicant and

## **CONSENT - BAHR - SECTION II**



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authorizes PRESIDIO to secure such information by its signature herein.

Agreement to other persons or circumstances shall not be affected.

14. Financing. In the event CLIENT finances the Products and/or Services on the ORDER/PROPOSAL via a lease, CLIENT shall remain ultimately responsible for all payments to PRESIDIO and for providing all requisite information and documentation to the third party financing/leasing company.
15. Miscellaneous. This ORDER/PROPOSAL constitutes the entire agreement of the parties and supersedes all prior written or oral agreements, representations and understandings relating to the subject matter hereof, with the exception of a valid Master Services and Product Agreement between the parties under the terms of which this ORDER/PROPOSAL shall be incorporated. This ORDER/PROPOSAL shall not be amended or modified except by written instrument signed by the parties. Should additional work beyond the scope of the Services detailed herein by PRESIDIO be requested by CLIENT, fees for such additional Services will be negotiated with CLIENT prior to performing such work and will be memorialized in writing between the Parties by utilizing a Project Change Request form ("PCR") or an additional ORDER/PROPOSAL, as appropriate. PRESIDIO will invoice CLIENT for any additional work performed and expenses incurred which are not described in this ORDER/PROPOSAL. The Parties agree that neither may assign its rights or duties under this contract without the prior written consent of the other Party, which consent shall not be unreasonably withheld. Each party has had an opportunity to consult with advisors of its own choosing, including legal counsel and/or accountants and has been advised regarding the legal and/or tax effects of this document.
16. Severability. The provisions of this Agreement are severable. If any provision of this Agreement or its application to any person or circumstance is ever held by any court of competent jurisdiction to be invalid for any reason, the remainder of this Agreement and the application of such provision or part of this

Each party has had an opportunity to consult with advisors of its own choosing, including legal counsel and/or accountants and has been advised regarding the legal and/or tax effects of this ORDER.

No signed quote. PO required.

$\frown$	QUOTATION			
	Quote #:	686176371		
DEL	Customer #:	77238776		
	Contract #:	81AEA		
	CustomerAgreement #:			
	Quote Date:	07/07/2014		
Date: 7/7/2014	Customer Name:	IDAHO STATE UNIV		

Thanks for choosing Dell! Your quote is detailed below; please review the quote for product and informational accuracy. If you find errors or desire certain changes please contact your sales professional as soon as possible.

### **Sales Professional Information**

SALES REP:	MICHAEL FULTON	PHONE:	1800 - 4563355
Email Address:	Drew_Fulton@Dell.com	Phone Ext:	5139008

SOFTWARE & ACCESSORIES	GROUP TOTAL: \$90,860.77			
Product	Quantity	Unit Price	Total	
VLA VMWARE ORAN ACAD VSPHERE 5 ENT 1PROC 64 GB VRAM ENTITLE (A6005058)	22	\$1,297.81	\$28,551.82	
VLA SQL SERVER STD LIC/SA PER 2 CORE LIC ALL LANGUAGES (A5946320)	2	\$295.08	\$590.16	
ELECTRONIC LICENSE CONFIRMATION elec dwnld only (A3458532)	1	\$0.00	\$0.00	
VLA VMWARE PROD SUP/SUB VSPHERE5 ENT 1 PROC 3YR (A7729746)	22	\$1,803.24	\$39,671.28	
VLA VMWARE ORAN VMWARE VSPHERE 5 STANDARD FOR 1 PROCESSOR (A5812024)	8	\$449.16	\$3,593.28	
VLA VMWARE BAS SUP/SUB VSPHERE 5 STD 1 PROC 3YR (A5466618)	8	\$313.49	\$2,507.92	
VLA VMWARE ORAN ACAD VCENTER SITE RECOV MGR 5 STD 2 (A7001597)	2	\$2,200.64	\$4,401.28	
VLA VMWARE PROD SUP/SUB VCENTER SITERECOV MGR5 STD 25VM PK 3YR (A5904710)	2	\$3,057.25	\$6,114.50	
VLA VMWARE ORAN VCENTER SVR 5 STD VSPHERE 5 IN (A6485416)	1	\$2,254.80	\$2,254.80	
VLA VMWARE PROD SUP/SUB VCENTERSVR 5 STD VSPHERE 5 3YR (A5415120)	1	\$3,132.49	\$3,132.49	
VLA WINDOWS SERVER STD LIC/SA PER 2 PROCESSORS (A7157263)	1	\$43.24	\$43.24	
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### COMMENT

QUOTE EXPIRES 8/31/14

*Total Purchase Price:	\$90,860.77
Product Subtotal:	\$90,860.77
Tax:	\$0.00
Shipping & Handling:	\$0.00
State Environmental Fee:	\$0.00
Shipping Method:	LTL 5 DAY OR LESS
	(* Amount denoted in \$)

### Statement of Conditions

The information in this document is believed to be accurate. However, Dell assumes no responsibility for inaccuracies, errors, or omissions, and shall not be liable for direct, indirect, special, incidental, or consequential damages resulting from any such error or omission. Dell is not responsible for pricing or other errors, and reserves the right to cancel orders arising from such errors. Dell may make changes to this proposal including changes or updates to the products and services described, including pricing, without notice or obligation.

#### Terms of Sale

This quote is valid for 30 days unless otherwise stated. Unless you have a separate written agreement that specifically applies to this order, your order will be subject to and governed by the following agreements, each of which are incorporated herein by reference and available in hardcopy from Dell at your request:

If this purchase is for your internal use only: Dell's Commercial Terms of Sale (<u>www.dell.com/CTS</u>), which incorporate Dell's U.S. Return Policy (<u>www.dell.com/returnpolicy</u>) and Warranty (<u>www.dell.com/warrantyterms</u>).

If this purchase is intended for resale: Dell's Reseller Terms of Sale (www.dell.com/resellerterms).

If this purchase includes services: in addition to the foregoing applicable terms, Dell's Service Terms

#### (www.dell.com/servicecontracts/global).

If this purchase includes software: in addition to the foregoing applicable terms, your use of the software is subject to the license terms accompanying the software, and in the absence of such terms, then use of the Dell-branded application software is subject to the Dell End User License Agreement - Type A (<u>www.dell.com/AEULA</u>) and use of the Dell-branded system software is subject to the Dell End User License Agreement - Type S (<u>www.dell.com/SEULA</u>).

You acknowledge having read and agree to be bound by the foregoing applicable terms in their entirety. Any terms and conditions set forth in your purchase order or any other correspondence that are in addition to, inconsistent or in conflict with, the foregoing applicable online terms will be of no force or effect unless specifically agreed to in a writing signed by Dell that expressly references such terms. Additional Terms for Public Customers

If you are a department, agency, division, or office of any district, state, county or municipal government within the United States ("Public Customer"), the following terms ("Public Customer Terms") apply in addition to the foregoing terms: A. If any portion of the foregoing terms and conditions (or any terms referenced therein) is prohibited by law, such portion shall not apply to you. Notwithstanding anything to the contrary, the End User License Agreements shall take precedence in all conflicts relevant to your use of any software. B. By placing your order, you confirm that (1) you are a contracting officer or other authorized representative of Public Customer with authority to bind the Public Customer to these terms and conditions, and (2) you have read and agree to be bound by these terms and conditions. **Pricing, Taxes, and Additional Information** 

All product, pricing, and other information is valid for U.S. customers and U.S. addresses only, and is based on the latest information available and may be subject to change. Dell reserves the right to cancel quotes and orders arising from pricing or other errors. Sales tax on products shipped is based on your "Ship To" address, and for software downloads is based on your "Bill To" address. Please indicate any tax-exempt status on your PO, and fax your exemption certificate, including your Customer Number, to the Dell Tax Department at 800-433-9023. Please ensure that your tax-exemption certificate reflects the correct Dell entity name: Dell Marketing L.P. Note: All tax quoted above is an estimate; final taxes will be listed on the invoice. If you have any questions regarding tax please send an e-mail to Tax\_Department@dell.com.

For certain products shipped to end-users in California, a State Environmental Fee will be applied to your invoice. Dell encourages customers to dispose of electronic equipment properly.

All information supplied to IDAHO STATE UNIV for the purpose of this proposal is to be considered confidential information belonging to Dell.

#### About Dell

Dell Inc. listens to customers and delivers innovative technology and services they trust and value. Uniquely enabled by its direct business model, Dell is a leading global systems and services company and No. 34 on the Fortune 500. For more information, visit <u>www.dell.com</u>. **Privacy Policy** 

Dell respects your privacy. Across our business, around the world, Dell will collect, store, and use customer information only to support and enhance our relationship with your organization, for example, to process your purchase, provide service and support, and share product, service, and company news and offerings with you. Dell does not sell your personal information. For a complete statement of our Global Privacy Policy, please visit <u>dell.com/privacy</u>.

$\frown$	QUOTATION			
	Quote #:	686271778		
DELL	Customer #:	77238776		
	Contract #:	81AEA		
	CustomerAgreement #:			
	Quote Date:	07/08/2014		
Date: 7/8/2014	Customer Name:	IDAHO STATE UNIV		

Thanks for choosing Dell! Your quote is detailed below; please review the quote for product and informational accuracy. If you find errors or desire certain changes please contact your sales professional as soon as possible.

### **Sales Professional Information**

SALES REP:	MICHAEL FULTON	PHONE:	1800 - 4563355
Email Address:	Drew_Fulton@Dell.com	Phone Ext:	5139008

SOFTWARE & ACCESSORIESGROUP TOTAL: \$50,332.50ProductQuantityUnit PriceTotalORACLE LINUX PREMIER LIMITED SUPPORT 3 YEAR<br/>(A7133021)18\$2,796.25\$50,332.50

### COMMENT

QUOTE EXPIRES 8/31/14	

*Total Purchase Price:	\$50,332.50
Product Subtotal:	\$50,332.50
Tax:	\$0.00
Shipping & Handling:	\$0.00
State Environmental Fee:	\$0.00
Shipping Method:	LTL 5 DAY OR LESS
	(* Amount denoted in \$)

#### Statement of Conditions

The information in this document is believed to be accurate. However, Dell assumes no responsibility for inaccuracies, errors, or omissions, and shall not be liable for direct, indirect, special, incidental, or consequential damages resulting from any such error or omission. Dell is not responsible for pricing or other errors, and reserves the right to cancel orders arising from such errors. Dell may make changes to this proposal including changes or updates to the products and services described, including pricing, without notice or obligation.

#### Terms of Sale

This quote is valid for 30 days unless otherwise stated. Unless you have a separate written agreement that specifically applies to this order, your order will be subject to and governed by the following agreements, each of which are incorporated herein by reference and available in hardcopy from Dell at your request:

If this purchase is for your internal use only: Dell's Commercial Terms of Sale (<u>www.dell.com/CTS</u>), which incorporate Dell's U.S. Return Policy (<u>www.dell.com/returnpolicy</u>) and Warranty (<u>www.dell.com/warrantyterms</u>).

If this purchase is intended for resale: Dell's Reseller Terms of Sale (www.dell.com/resellerterms).

If this purchase includes services: in addition to the foregoing applicable terms, Dell's Service Terms (www.dell.com/servicecontracts/global).

If this purchase includes software: in addition to the foregoing applicable terms, your use of the software is subject to the license terms accompanying the software, and in the absence of such terms, then use of the Dell-branded application software is subject to the Dell End User License Agreement - Type A (www.dell.com/AEULA) and use of the Dell-branded system software is subject to the Dell End User License Agreement - Type S (www.dell.com/SEULA).

You acknowledge having read and agree to be bound by the foregoing applicable terms in their entirety. Any terms and conditions

# **CONSENT - BAHR - SECTION II**

set forth in your purchase order or any other correspondence that are in addition to, inconsistent or in conflict with, the foregoing applicable online terms will be of no force or effect unless specifically agreed to in a writing signed by Dell that expressly references such terms. Additional Terms for Public Customers

If you are a department, agency, division, or office of any district, state, county or municipal government within the United States ("Public Customer"), the following terms ("Public Customer Terms") apply in addition to the foregoing terms: A. If any portion of the foregoing terms and conditions (or any terms referenced therein) is prohibited by law, such portion shall not apply to you. Notwithstanding anything to the contrary, the End User License Agreements shall take precedence in all conflicts relevant to your use of any software. B. By placing your order, you confirm that (1) you are a contracting officer or other authorized representative of Public Customer with authority to bind the Public Customer to these terms and conditions, and (2) you have read and agree to be bound by these terms and conditions.

#### Pricing, Taxes, and Additional Information

All product, pricing, and other information is valid for U.S. customers and U.S. addresses only, and is based on the latest information available and may be subject to change. Dell reserves the right to cancel quotes and orders arising from pricing or other errors. Sales tax on products shipped is based on your "Ship To" address, and for software downloads is based on your "Bill To" address. Please indicate any tax-exempt status on your PO, and fax your exemption certificate, including your Customer Number, to the Dell Tax Department at 800-433-9023. Please ensure that your tax-exemption certificate reflects the correct Dell entity name: Dell Marketing L.P. Note: All tax quoted above is an estimate; final taxes will be listed on the invoice. If you have any questions regarding tax please send an e-mail to Tax\_Department@dell.com.

For certain products shipped to end-users in California, a State Environmental Fee will be applied to your invoice. Dell encourages customers to dispose of electronic equipment properly.

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### About Dell

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Dell respects your privacy. Across our business, around the world, Dell will collect, store, and use customer information only to support and enhance our relationship with your organization, for example, to process your purchase, provide service and support, and share product, service, and company news and offerings with you. Dell does not sell your personal information. For a complete statement of our Global Privacy Policy, please visit <u>dell.com/privacy</u>.

# QUOTATION

Confidential - for ASG customer use only



DENVER PHOENIX SAN DIEGO SALT LAKE CITY BOISE SEATTLE LOS ANGELES PORTLAND HOUSTON BATON ROUGE OKLAHOMA CITY

Corporate Office: 12405 Grant St. Thornton, CO 80241

Prepared By: **Patrick Purtell** Email: ppurtell@virtual.com Office (303) 301-3022 Mobile (303) 819-8693 Account Manager: Pam Massey Email: pmassey@virtual.com Office (208) 333-7044 Mobile Phone: (208) 871-7441

866-572-5273

QUO-63053-FHMXHL

PO Fax #:

Quote #:

Version:

Date:

Expires On: 7/30/2014

2

7/2/2014

To:	Korey Pelton
Account:	State of Idaho - Idaho State University
Phone:	(208) 282-3055
Email:	peltkore@isu.edu
Project:	Commvault
-	

	Product Number	Prod. Description	Qty	List Price	Unit Net	Line Total
1	DA-LIN-FS-1	1 iDataAgent for Linux Server - 1-2 CPU.	16	\$500.00	\$374.00	\$5,984.00
2	DA-W-WS-1	1 iDATAaGENT FOR WINDOWS SERVER w/1- 7CPU(NT,W2K,W2	1	500.00	374.00	374.00
3	DA-W-SQL-C	1 Application iDA for MS SQL Database Server on Windows. Match to W-FS iDA.	1	1,950.00	1,460.00	1,460.00
4	DA-L-ORA-C	1 Application iDA for Oracle Database Server on Linux. Match to L-FS iDA.	3	1,950.00	1,460.00	4,380.00
5	S-PREMIUM	NOTIFICATION SW UPDT, PROD FIX,24HR ACCESS ASSIST ( 36 Months )	1	10,269.00	10,269.00	10,269.00
					Subtotal	\$22,467.00
					Total	\$22,467.00

ASG Solution Partners

Oracle – Gold Hitachi Data Systems – Platinum Partner NetApp – Star Partner HP – Converged Infrastructure Specialist IBM – Premier Business Partner VMware – Premier Partner Symantec – Platinum Nokia QLogic Brocade – Alliance Cisco – Premier Quantum – Premier Check Point – Pure Advantage Gold Isilon – Platinum SpectraLogic – Premier

Price excludes tax/insurance/shipping. ASG terms apply to all purchase orders resulting from this quote unless ASG has previously negotiated terms. Per manufacturer policy products cannot be cancelled or returned.

Reference: http://www.virtual.com/terms

## UNIVERSITY OF IDAHO

## SUBJECT

License Agreement with AT&T Wireless Services

## APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(1)

## BACKGROUND/DISCUSSION

Since 2001 AT&T had been permitted, through a prior license agreement, to install and maintain transmission equipment on the rooftop of the University of Idaho's (UI) Theophilus Tower. This equipment is used by AT&T to provide its customers with wireless personal communication service in the surrounding area.

The original agreement provided for an annual payment of \$9,600 to UI and the agreement could be terminated by either party by at least one year's prior notice. The site has been periodically updated to install newer technology for personal phone and data use. The existing license did not provide for escalations in the use fee. The University has proposed and AT&T has tentatively agreed to revise the terms of this agreement primarily to increase the annual fee paid to \$24,000/yr. The proposed agreement also provides AT&T with permission to use the building rooftop for five years with the ability for AT&T to extend for two additional five year periods. These renewal periods provide fee increases of 15% to UI for each of the two extensions.

### IMPACT

The University will receive a substantial increase in payment to extend the license agreement and the installations do not interfere with University operations in this student residential building.

## **ATTACHMENTS**

Attachment 1 – Proposed License

Page 3

# STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

## **BOARD ACTION**

I move to approve the request by the University of Idaho for authority to grant a five year license to AT&T Wireless Services in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Finance and Administration to execute the license and any related documents.

Moved by	Seconded by	C	arried Yes	s No	
					-

# **LICENSE AGREEMENT**

This License Agreement ("Agreement") is made between the Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("Grantor"), and New Cingular Wireless PCS, LLC, a Delaware limited liability company, successor in interest to AT&T Wireless Services of Idaho, Inc., d/b/a AT&T Wireless, an Idaho Corporation, having a mailing address of 575 Morosgo Drive NE, Suite 13-F, West Tower, Atlanta, GA 30324 ("Grantee"), collectively the "Parties".

# RECITALS

A. WHEREAS, Grantor and Grantee (or its predecessor in interest) entered into that certain License Agreement on August 1, 2001 ("Existing License") for purposes of installing, operating, and maintaining "a personal communications service systems facility at 1001 Paradise Creek St, Moscow ID 83844 ("Site").

B. WHEREAS, the Parties hereby mutually agree to terminate the Existing License agreement and replace with this Agreement.

C. WHEREAS, Grantee wishes to install, operate, and maintain equipment necessary for purposes of operating a personal communications service systems specified in Exhibit 1-A and 2-A ("Equipment") on the roof of Grantor's Site known as Theophilus Tower.

B. WHEREAS, Grantor wishes to grant and Grantee wishes to receive a license for purposes of installing, operating, and maintaining Equipment all on the terms and conditions set forth herein;

WHEREFORE, Parties agree as follows:

## **TERMS AND CONDITIONS**

1. <u>Grant; Site.</u> Subject to the conditions, limitations, and restrictions set forth herein and the rules, procedures, and policies of the Grantor, the Grantor does hereby grant to Grantee a non-exclusive license to install, operate, replace, modify, and maintain Equipment on the Site for the purpose of broadcasting, and for the transmission and reception of communication signals. The Parties recognize and agree that nothing in this Agreement is intended or shall be construed to be an easement or the granting of an interest in real property beyond permission to use as provided herein.

2. <u>Access to Premises.</u> Grantee may gain periodic access to the Site by calling (208) 885-7379. Except in cases of emergency ("emergency" meaning the existing or imminent disruption of Grantee's permitted service without immediate access), all scheduling for access and the actual access shall occur between 8 am to 4 pm Monday through Friday, excluding University of Idaho holidays. Such non-emergency access shall be requested at least 48 hours prior to the planned time for requested access. Subject to specific Grantor approval, such approval not to be unreasonably withheld, conditioned or delayed, Grantee shall have rights of ingress and egress to the Site for the purposes of installing, inspecting, repairing, maintaining, operating, servicing or removing Grantee's Equipment. However, prior to entrance into or onto the building, Grantee's agent or contractor shall provide photo

# **CONSENT - BAHR - SECTION II**

identification identifying the person as an employee of the Grantee or Grantee's contractor or subcontractor. Upon notification and identification as provided herein, an employee or agent of Grantor shall arrange for Grantee to enter the Site. Grantor may require Grantee and its employees, agents, and contractors be accompanied by an employee or agent of Grantor at all times while Grantee and its employees, agents, and contractors are inside, on, or about Grantor's property or at the Site. At no cost to Grantee, Grantor shall provide Grantee with the necessary temporary parking permits to facilitate Grantee's access. Grantor shall not have unsupervised access to Grantee's Equipment, except in the event of an emergency as reasonably determined by Grantor.

3. <u>Term of License.</u> The license granted hereunder shall commence on September 1, 2014 (the "Commencement Date"), and shall terminate on August 31, 2019 ("Initial Term"). This Agreement will automatically renew for two (2) additional five (5) year term(s) (each five (5) year term shall be defined as an "Extension Term"), upon the same terms and conditions unless Grantee notifies Grantor in writing of Grantee's intention not to renew this Agreement at least sixty (60) days prior to the expiration of the Initial Term or then existing Extension Term. The Initial Term and any Extension Terms are collectively referred to as the Term ("Term").

4. <u>Fees and Expenses</u>. Within sixty (60) calendar days following the Commencement Date and no later than August 31 of each subsequent year of the Term, Grantee shall pay to Grantor a use fee of Twenty Four Thousand and 00/100 Dollars (\$24,000.00) per year for the Initial Term, and then Twenty Seven Thousand Six Hundred Dollars (\$27,600.00) per year for the first five year Extension Term, and then Thirty One Thousand Seven Hundred Forty Dollars (\$31,740.00) per year for the second five year Extension Term (the "Use Fee"), which fee amount is inclusive of and shall cover electricity expenses typical for such installation and use. Use Fees for any fractional year shall be prorated. Use Fees, and/or any other charges or expenses owed by Grantee shall be payable to "Bursar, University of Idaho", and mailed to the attention of Auxiliary Services, University of Idaho, 875 Perimeter Dr MS 2014, Moscow ID 83844-2014 or such other person as Grantor shall provide to Grantee by written notice. Failure to pay the Use Fee and/or any charges or expenses assessed or incurred hereunder on or before the due date shall constitute a default by Grantee, and, in addition to all other remedies of the Grantor, Grantee shall pay late charges equal to ten (10) percent of the amount past due plus simple interest on the amount due equal to one (1) percent per month until paid.

5. <u>Use of Site.</u>

Subject to Grantor's prior written approval, such approval not to be a. unreasonably withheld conditioned or delayed, Grantee shall have the right to install, maintain, and operate Equipment specified in Exhibit 1-A and 2-A on the Site. All of Grantee's construction and installation work and any subsequent work shall be performed at Grantee's sole cost and expense and in a good and workmanlike manner and shall be subject to Grantor's prior written approval of Grantee's submitted installation plan. Grantor's review shall include, but not be limited to timing of installation, method of installation, location of Equipment on the Site (to the extent they may vary from the initial installation specification and diagrams of Exhibit 1-A and 2-A) including the location of any equipment placed at some distance from the rooftop Site. Grantee shall submit information regarding appearance, attachment to the Site, the above and below ground wiring or cabling plan, the method and time of access for installation and facility or landscape restoration plan as well as any other information reasonably required by Grantor to determine the acceptability of Grantee's proposed installation. Should such information be adequate, Grantor shall provide acknowledgement of its approval to Grantee in writing within 15 days. Title to Equipment shall be held by Grantee. All Equipment shall remain Grantee's personal property and are not fixtures (except any prior or future improvements to the building's electrical system performed by Grantee and such improvements shall

# **CONSENT - BAHR - SECTION II**

remain and become the property of Grantor upon installation). Grantee shall have the right to remove all Equipment at its sole expense on or before the expiration of this Agreement or its earlier termination; provided, Grantee restores the Premises and the routes used for access to the Premises to the condition that existed at the Commencement Date, reasonable wear and tear excepted.

b. Electricity shall be provided by Grantor. Unless failure or interruption of utility service is caused by the intentional act or omission of Grantor, Grantor shall not be liable in damages or otherwise for any failure or interruption of any utility service being furnished to the Site. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle Grantee to terminate this Agreement or to abate the Use Fee Grantee is required to make under this Agreement, unless such failure or interruption is caused by the intentional act or omission of Grantor. For the purposes of this Section "intentional act" shall not include events of failure or interruption required due to emergency or repair needs as reasonably determined by the Grantor. To the extent any interruption can be scheduled or otherwise anticipated, Grantor shall provide Grantee with no less than seventy-two hour notice prior to such interruption. No written approval or notice shall be required for emergency use of generators provided by Grantee.

c. Grantor may require Grantee to take reasonable steps for installation of new equipment (including, but not limited to, prescribing a color and shape that blends with the Premises) to camouflage Equipment so that Equipment does not detract from the appearance of Site.

d. Grantor reserves the right, upon one hundred and twenty (120) days prior written notice to Grantee, to relocate Equipment to another suitable site within Grantor's property ("Alternate Site"). The size, location and dimensions of the Alternate Site shall be mutually approved by the Parties prior to re-location as suitable for the purpose of operating telecommunication facilities and shall not materially diminish the signal pattern of Equipment or impair or in any manner diminish the quality of communications service provided by Grantee. In the event Grantee does not accept such Alternate Site proposed by Grantor, Grantee may terminate this Agreement effective one hundred eighty (180) days from the date of Grantor's notice to relocate from Site. The costs of relocating (or removing) Equipment to the approved Alternative Site (or from Grantor's property if Grantee does not accept Alternate Site) are the responsibility of Grantee. In the event Grantor orders relocation of Equipment to an Alternate Site as provided herein, Grantor shall pay Grantee \$2500, with said amount to be paid as a deduction in the subsequent year's Use Fee (or paid directly to Grantee within thirty days of Grantee's removal of Equipment from Grantor's property if Grantee does not accept Alternate Site).

e. Grantee shall obtain all required permits and regulatory approvals prior to installation of Equipment. Costs for any such permits or approvals shall be the sole responsibility of Grantee or Grantee's agents.

f. Grantee shall not erect any signs (except as required by law), display any banners, or exhibit any type of promotional materials on or near the Site. Warning signs regarding Equipment may be permitted by Grantor upon written request by Grantee.

g. Grantee shall operate Equipment in a manner that will not cause interference to Grantor and lessees, licensees, or occupants of the building. All operations of Grantee shall comply with all Federal Communications Commission ("FCC") requirements and other applicable federal, state, and local laws, rules, regulations, and ordinances. Grantor may consider Grantee's or Grantee's contractor's or subcontractor's breach of this provision a material breach of the Agreement. Grantee

will resolve any technical interference problems with other equipment or services located at or near the Site, whether installed as of the Commencement Date or at a later date during the Term of this Agreement. In the event that a technical interference problem arises, Grantee will work with Grantor to resolve the problem immediately in a mutually satisfactory manner. However, if a mutually satisfactory resolution cannot be agreed upon, the Grantor may, in its sole judgment, make the final determination of the manner in which the problem shall be resolved.

h. Grantee shall maintain Equipment and Site in good working condition. However, Grantee shall not be required to make any repairs to the Site unless such repairs shall be necessitated by reason of an act or omission of Grantee.

i. Nothing in this Agreement shall preclude Grantor from entering into similar agreements with other parties. Grantee shall not cause or permit any other communications service provider, alternative local carrier, or other third party owned or controlled facilities or equipment to be installed without the express written permission of Grantor.

j. Grantee shall restore any landscaping or facility damaged by access for installation or subsequent maintenance, repair, operation, service, modification, or removal of Grantee's Equipment.

k. Grantee shall use caution in preparing the Site for utility placement or trenching (if any is required). In particular, the Parties recognize that standard locating measures may not reveal all previously placed utilities or other objects. As such, Grantee shall take all necessary precautions to prevent damaging any concealed/buried utilities and infrastructure that is likely present within the Site and adjoining grounds and Grantee shall instruct its construction crew to use caution and appropriate methods in order to avoid severing or damaging existing utilities or other objects from existing systems.

6. <u>Grantor's Access to Premises.</u> Grantor shall at all times have access to and the right to inspect the Premises and the Grantee Facilities. Grantor shall not have unsupervised access to Equipment, except in the event of emergency.

7. <u>Taxes.</u> If personal property or other taxes are assessed, Grantee shall pay any portion of such taxes attributable to the Equipment.

8. <u>Termination.</u>

a. This Agreement may be terminated without further liability on thirty (30) days prior written notice by either party upon a default of any covenant or term hereof by the other party, which default is not cured within thirty (30) days of receipt of written notice of default, however if the nature of the default is such that it cannot be cured within thirty (30) days then no default will be deemed to exist so long as the defaulting party commences to cure the default within the thirty (30) day period and diligently prosecutes the same with reasonable diligence, provided that the grace period for any monetary default is thirty (30) days from receipt of written notice; or by Grantee for any or no reason, provided Grantee delivers written notice of early termination to Grantor.

b. Upon termination or expiration of this Agreement, Grantee, at its own expense, shall remove the Grantee Facilities and restore the Site to the condition that existed prior to Grantee's installation of Equipment, reasonable wear and tear excepted. In the event Grantee

terminates this Agreement early for reasons other than default by Grantor, Grantee shall not be reimbursed for previously paid Use Fee, but such termination shall terminate all future Grantee obligations regarding subsequent years' Use Fee.

9. <u>Destruction or Condemnation.</u> If Grantee chooses not to terminate this Agreement upon destruction or condemnation, the Use Fee shall be reduced or abated in proportion to the actual reduction or abatement of use of the Site until such time as the damage is repaired or Site replaced.

10. <u>Indemnity.</u> Grantee and Grantee's agents and subcontractors shall, to the fullest extent permitted by law, indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses which Grantor may incur as a result of any act or omission of the Grantee, Grantee's agents, contractors, and subcontractors in their use of the Site under this Agreement or any other action in relation to this Agreement. If any action, claim or demand is made against Grantor for any act or omission of the Grantee, its agents, contractors and subcontractors, the Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding. This indemnification shall survive the termination of this Agreement for claims, liabilities, losses, costs, charges, or expenses occurring after termination but attributable to the uses authorized by this Agreement.

Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, Grantor shall hold Grantee, its agents and assigns, harmless from and/or against claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's performance under this Agreement. This does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Grantee, its agents or assigns-including conditions of Grantor's premises, or when the claim or suit is made against Grantee by the University, the State of Idaho, or any of its agencies. Except for claims arising from its own acts of gross negligence or intentional misconduct, Grantor will not have any liability for personal injury or death, loss of revenue due to discontinuance of operations at the Site, or imperfect communications operations experienced by Grantee for any reason. The obligations pursuant to this Section 10 shall survive the termination or expiration of this Agreement. Grantee shall promptly notify the University of Idaho, Attn: Risk Management Officer, 875 Perimeter Dr MS 3162, Moscow ID 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with Grantor or its representatives in the defense of the same. Grantor's liability coverage is provided through a self-funded liability program. Limits of liability are \$500,000 Combined Single Limits, which amount is the Grantor's limit of liability under the Idaho Tort Claims Act.

11. <u>Insurance.</u> Grantee and Grantee's contractors and subcontractors are required to carry the types and limits of insurance shown in this Section 11, and provide Grantor with a Certificate of Insurance executed by a duly authorized representative of each insurer, showing compliance with these insurance requirements. Certificates from Grantee and Grantee's contractor and subcontractors shall be provided (7) seven days prior to Grantee's use of Grantor's property. All insurers shall have a Best's rating of "A minus V" or better and be eligible to do business in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Grantor may choose to maintain. All required liability policies shall

include State of Idaho and the Regents of the University of Idaho as an additional insured. Grantor's additional insured status shall (i) be limited to bodily injury, property damage or personal and advertising injury caused, in whole or in part, by Grantee, its employees, agents or independent contractors; (ii) not extend to claims for punitive or exemplary damages arising out of the acts or omissions of Grantor, its employees, agents or independent contractors or where such coverage is prohibited by law or to claims arising out of the gross negligence of Grantor, its employees, agents or independent contractors; and, (iii) not exceed Grantee's indemnification obligation under this Certificates shall be mailed to: 875 Perimeter Dr MS 3162, Moscow ID Agreement, if any. 83844-3162, Attn: Risk Management. All required policies shall contain waiver of subrogation coverage or endorsements. Failure of Grantor to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Grantor to identify a deficiency from evidence that is provided shall not be construed as a waiver of Grantee's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Agreement at Grantor's option. By requiring insurance herein, Grantor does not represent that coverage and limits will necessarily be adequate to protect Grantee and such coverage and limits shall not be deemed as a limitation on Grantee's liability under the indemnities granted to Grantor in this License. Grantee shall at its sole cost and expense, procure and maintain insurance of the types and in the amounts described below:

a. Commercial General and or Umbrella excess Liability Insurance: Grantee and Grantee's contractors and subcontractors while working hereunder shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and \$2 million in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, sudden and accidental pollution for third parties, and contractual liability coverage.

b. Commercial Auto Insurance: Grantee and Grantee's agents, contractors and subcontractors while working hereunder shall maintain a Commercial Auto policy with a Combined Single Limit of \$1,000,000;. Coverage shall include Non-Owned and Hired Car coverage.

c. Personal property: In no event shall Grantor be liable for any damage to or loss of personal property sustained by Grantee or Grantee's agents or contractors, whether or not insured, even if such loss is caused by the negligence of Grantor, its employees, officers or agents.

d. Workers' Compensation: Where required by law, Grantee and Grantee's agents, contractors and subcontractors shall maintain all statutorily required coverages including Employer's Liability. Grantee is responsible for collecting Certificates of Insurance evidencing Workers Compensation coverage from Grantee's agents and subcontractors, and for forwarding such Certificates to Grantor.

Notwithstanding the forgoing, Grantee may, in its sole discretion, self insure any of the required insurance under the same terms as required by this Agreement. In the event Grantee elects to self-insure its obligation under this Agreement to include Grantor as an additional insured, the following conditions apply:

(i) Grantor shall promptly and no later than thirty (30) days after notice thereof provide Grantee with written notice of any claim, demand, lawsuit, or the like for which it seeks coverage

pursuant to this Section and provide Grantee with copies of any demands, notices, summonses, or legal papers received in connection with such claim, demand, lawsuit, or the like;

(ii) Grantor shall not settle any such claim, demand, lawsuit, or the like without the prior written consent of Grantee; and

(iii) Grantor shall fully cooperate with Grantee in the defense of the claim, demand, lawsuit, or the like.

12. <u>Waiver of Subrogation.</u> Grantor and Grantee release each other and their respective principals, employees, representatives, and agents, from any claims for damage to any person or to the Site or to the Equipment thereon or to the Site caused by, or that result from, risks insured against under property insurance policies carried by the parties and in force at the time of any such damage. Grantor and Grantee shall cause each property insurance policy or equivalent obtained by them to provide that the insurance company or equivalent waives all right of recovery by way of subrogation against the other in connection with any damage covered by any policy.

13. <u>Assignment and Sub-licensing</u>. Grantee may not assign, sublicense, or otherwise transfer all or any part of its interest in this Agreement or the license granted herein without the prior written consent of Grantor, such consent not to be unreasonably withheld, conditioned or delayed, provided however that Grantee may assign or otherwise transfer upon written notice to Grantor, but without consent such interest to its parent company, any subsidiary, "partner or affiliate" (partner or affiliate is defined as "any party licensed, approved or permitted by the FCC to share Grantee's radio frequency spectrum and signal") or to any successor-in-interest or entity acquiring a controlling interest in its stock or assets. Grantee may not permit any other entity or individual to use the Site or Equipment without the prior written consent of Grantor.

14. <u>Hazardous Substances.</u> Grantee agrees that it will not use, generate, store, or dispose of any Hazardous Material on, under, about, or within the Site or Grantor's property in violation of any law or regulation. As used in this paragraph, "Hazardous Material" shall mean petroleum or any petroleum product, asbestos, any substance known by the U. S. Government or the State of Idaho to cause cancer and/or reproductive toxicity, and/or any substance, chemical, or waste that is identified as hazardous, toxic, or dangerous in any applicable federal, state, or local law or regulation.

15. <u>Attorneys' Fees.</u> In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

16. <u>Notice.</u> Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, to be effective when properly sent and received, refused or returned undelivered. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

The Grantor:

Regents of the University of Idaho

Vice President, Finance & Admin Moscow, ID 83844-3168

The Grantee:	New Cingular Wireless PCS, LLC Attn: Network Real Estate Administration Re: Cell Site #: ID29D; Cell Site Name: Moscow Dormitory (ID) Fixed Asset #.: 10075841 575 Morosgo Drive NE, 13F, West Tower Atlanta, GA 30324
With copy to:	New Cingular Wireless PCS, LLC Attn: AT&T Legal Dept – Network Operations Re: Cell Site #: ID29D; Cell Site Name: Moscow Dormitory (ID) Fixed Asset #: 10075841 208 S. Akard Street Dallas, TX 75202-4206

17. <u>Entire Agreement; Modification.</u> This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by an authorized representative of Grantee and an authorized representative of Grantor.

18. <u>Governing Law; Forum.</u> This Agreement shall be governed by and construed under the laws of the state of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the court of competent jurisdiction in Latah County, Idaho.

19. <u>Non-Use of Names and Trademarks.</u> Grantee shall not use the name, trade name, trademark, or other designation of the Grantor, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, for any commercial or promotional purpose, or for any other purpose (other than in performing under this Agreement) without the Grantor's prior written consent in each case.

20. <u>Paragraph Headings.</u> The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

21. <u>Non-Waiver</u>. The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

22. <u>Force Majeure.</u> Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance,

except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

23. <u>Nondiscrimination and Affirmative Action.</u>

A. Grantee shall not discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Agreement. Grantee certifies that it does not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the Grantee agrees to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

1. For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

2. For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

3. For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60-741).

4. For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

B. Grantee shall include the terms of this clause in every subcontract or purchase order exceeding \$50,000 which is related to the performance and obligations under this Agreement and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

24. <u>Institution's Rules, Regulations, and Instructions.</u> Grantee shall follow and comply with all rules and regulations of the Grantor and the reasonable instructions of Grantor's personnel. The Grantor reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

25. <u>Representations and Warranties.</u> Grantee represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform its obligations hereunder; (b) that it may legally conduct business in Idaho, that is properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and that it has or will obtain all licenses and permits required by law; (c) that in performing the services called for hereunder Grantee will not be in breach of any agreement with a third party; and (d) that it has inspected the

property and the Site and that the same are suitable and adequate in all respects for Grantee's operations under this Agreement.

26. <u>Binding Effect.</u> This Agreement is for the benefit only of the parties hereto and shall be binding on and inure to the benefit of the successors and permitted assignees of the respective parties.

27. <u>Time of Essence</u>. All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

28. <u>No Joint Venture</u>. Nothing contained in this agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

29. <u>Entity Authority.</u> Each individual executing this Agreement on behalf of an entity represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of said entity in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of the entity, and that this Agreement is binding upon said entity in accordance with its terms.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement:

GRANTOR:

Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho GRANTEE:

New Cingular Wireless PCS, LLC, a Delaware limited liability company

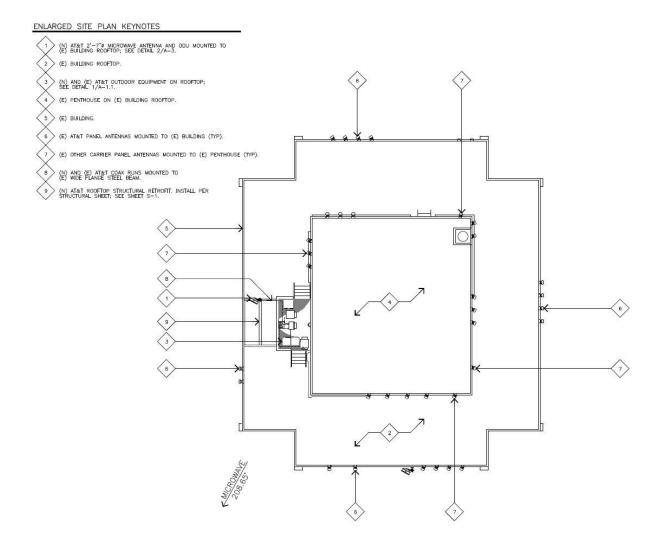
By: AT&T Mobility Corporation Its: Manager

Ronald E. Smith, Vice President Finance and Administration

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **EXHIBIT 1-A**



#### **ATTACHMENT 1**

#### EXHIBIT 2-A AT&T EQUIPMENT LIST

#### AT&T Equipment 1

- Quantity Description
- (2) Nokia GSM Cabinets
- (2) Argus Power Cabinets
- (2) Purcell Cabinets
- (1) Lucent UMTS Cabinet

AT&T Antennas attached to parapet & located on roof

Quantity Description

- (1) 2.8' Microwave Antenna
- (3) 6' Panel Antennas (1 per sector)
- (9) 4' Panel Antennas (3 per sector)

#### SUBJECT

Quarterly Report: Programs and Changes Approved by Executive Director

#### APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

#### BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.b.i.(2) and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year prior to implementation.

Consistent with Board Policy III.G.8.a., "The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director." The Board office is providing a report of program changes, additions, and discontinuations from Idaho's public colleges and universities that were approved between April 2014 and June 2014 by the Executive Director.

#### ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the Page 3 Executive Director

#### **BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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#### Academic Programs

Approved by Executive Director

April 2014 and June 2014

#### **Boise State University**

Computer Science – Emphasis in STEM Secondary Education – proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission

Materials Science & Engineering – Emphasis in STEM Secondary Education – proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission

Electrical Engineering – Emphasis in STEM Secondary Education – proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission

Civil Engineering – Emphasis in STEM Secondary Education – proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission

Discontinue BA in Economics, Social Studies, Secondary Education and Create BA in Economics, Social Sciences, Secondary Education

Discontinue BA in History, Social Studies, Secondary Education and Create BA in History, Social Sciences, Secondary Education

New Minor in Refugee Studies

Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)

Bifurcation of existing BA in Elementary Education – Bilingual/ESL program:

- Change endorsement titles and references of English as a Second Language to English as a New Language to align with certification standards
- Continue to offer BA in Elementary Education Bilingual/ESL program which qualifies students for endorsements of Bilingual Education, K-12, and ESL
- Offer a new BA in Elementary Education ESL which qualifies students for the endorsement of ESL and K-12

Change name of Department of Special Education and Early Childhood Studies to Department of Early and Special Education

Change the name of the existing Bachelor of Arts in Special Education, Dual Special Education-Elementary Education Certification to Bachelor of Arts in Early and Special Education, Dual Special Education-Elementary Education Certification

Change the name of the existing Bachelor of Arts in Special Education, Dual Special Education-Early Childhood/Early Childhood Special Education Blended Certification to Bachelor of Arts in Early and Special Education, Dual Special Education-Early Childhood Intervention Certification

Change the name of the Bachelor of Arts in Early Childhood Studies to Bachelor of Arts in Early and Special Education, Dual Early Childhood Intervention-Elementary Education Certification

Bifurcate existing Spanish minor with two emphases in Primary, Secondary, Bilingual Education or Spanish Emphasis and Business Emphasis into a Spanish Minor and Spanish for Business minor

#### Other Program Changes-continued (does not require approval but require notification to OSBE per policy III.G.)

Bifurcate existing German minor with two emphases in Literature and Culture Emphasis and Business Emphasis into a German minor and German for Business minor

Bifurcate the existing French minor with two emphases in Literature and Culture Emphasis and Business Emphasis into a French Minor and French for Business minor

Consolidate existing Graduate Certificate in Refugee Services Macro Practice and existing Graduate Certificate in Refugee Services Clinical Practice into one single 12-credit Graduate Certificate in Refugee Services

Consolidate existing undergraduate Certificate in Foundation Refugee Studies and existing undergraduate Certificate in Macro Practice for Refugee Studies into one single 12-credit undergraduate certificate in Refugee Services.

#### Idaho State University

New Psychiatric Mental Health Nurse Practitioner option under Doctor of Nursing Practice

Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)

Change the name of the existing MS, BS, and AS degrees in Physics with an emphasis in Health Physics to an MS, BS, and AS in Health Physics

## Lewis-Clark State College

New BA/BS in Exercise Science

New Associate of Science, Engineering

New Minor in Environmental Studies

Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)

Change name of Bookkeeping to Accounting Assistant (ATC, AAS, and Bachelor of Applied Science degrees),

Change the name of the minor from English as a Second Language to English as a New Language

## College of Western Idaho

Discontinue Physical Education K-12, Associate of Art

Discontinue Physical Education, Sports Management, Associate of Art

## Professional - Technical Education Programs Approved by Executive Director

Program Activity	Institution
Addition of new Transportation Management program, AAS	CWI
Inactivate all options under Culinary Arts and Baking and Pastry Arts programs	CWI
Addition of new Western States CAT Technician program, AAS and/or ATC	CWI
Addition of Advanced Manufacturing (AAS, ATC), Computer Numerical Control Mill Operation (PTC), and Aerospace NDTI (PTC), under Aerospace Technology	NIC

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#### SUBJECT

Higher Education Research Council Appointments

#### REFERENCE

December 2011	Board appointed Peter Midgley to the Higher Education Research Council for a three (3) year term.
May 2012	Board appointed Dr. David Hill to the Higher Education Research Council as the INL Representative
April 2013	Board appointed Bill Cannon to the Higher Education Research Council for a three (3) year term.

#### **APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

#### **BACKGROUND/DISCUSSION**

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Policy. HERC also provides direction for and oversees the use of research funding provided by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the State.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

Dr. Hill has served on HERC as the INL representative since 2012. With his recent appointment to the State Board of Education, it has left an opening for a new INL representative on HERC. Staff contacted INL for a nomination, INL has forwarded Dr. Kelly Beierschmitt's name for consideration.

Dr. Kelly Beierschmitt is the Deputy Laboratory Director for Nuclear and Laboratory Operations. With more than 26 years of experience in engineering, nuclear and materials research & development, production, and operations management. Previously, he was responsible for the management of Oak Ridge National Laboratory's neutron sciences R&D portfolio, including the operation of the Spallation Neutron Source, the world's most powerful pulsed neutron source, and the High Flux Isotope Reactor. He also was Oak Ridge National Laboratory, in Tennessee, director of Environment, Safety, Health and Quality. He has worked at

the Pantex Plant and Pacific Northwest National Laboratory. He holds a doctorate in industrial engineering (risk, reliability engineering) from Texas Tech University and a bachelor's degree in engineering mathematics from West Texas A&M University. He is a registered professional engineer and a member of the American Nuclear Society and other professional societies.

#### STAFF COMMENTS AND RECOMMENDATIONS

HERC discussed the nomination at their July 28<sup>th</sup> meeting and recommends approval. Staff recommends approval.

#### **BOARD ACTION**

I move to appoint Dr. Kelly Beierschmitt to the Higher Education Research Council, effective immediately.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_ No\_\_\_\_

#### SUBJECT

Alcohol Permits - Issued by University Presidents

#### APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

#### **BACKGROUND/DISCUSSION**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the June 2014 Board meeting. Since that meeting, Board staff has received fourteen (14) permits from Boise State University, ten (10) permits from Idaho State University, thirteen (13) permits from the University of Idaho, and two (2) permits from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

#### ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

#### BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY June 2014 – August 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Football Donor Reception	Gene Bleymeyer Football Recruiting Lounge	x		6/18/14
2014 FMRI Graduation Reception	SUB – Simplot Ballroom	x		6/28/14
ConFab by NASPA	Stueckle Sky Center	x		7/25/14
Evelyn Pederson Memorial Service	Stueckle Sky Center		Х	6/29/14
St. Luke's President's Award Reception	Stueckle Sky Center		Х	6/30/14
Gregg Allman Concert	Morrison Center		x	7/1/14
Hopkins/Miles Wedding	Stueckle Sky Center		x	7/12/14
IHCA-ICAL Reception	SUB		х	7/15/14
KTVB All Access	Gene Bleymeyer Football Recruiting Lounge		Х	7/17/14
OBGYN Assoc. Mtg.	COBE		х	7/18/14
ALS Night of Hope Fundraiser	Stueckle Sky Center		Х	7/19/14
Boise Cascade Director's Dinner	COBE		Х	7/29/14
Tom Petty Concert	Taco Bell Arena		х	8/5/14
Gipsy Kings Concert	Morrison Center		Х	8/21/14

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY June 2014 – August 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
ISU Dept. of Family Med. Anniv. Reception	SPAC	х		6/28/14
CNEWG	CAES Gallery	х		7/8/14
I LOVE ISU Business After Hours	Pond SUB – Blue Lounge	Х		9/18/14
AAUW Idaho State Convention	Magnuson Alumni House		х	6/27/14
Idaho Falls City Club Annual Mtg.	SUB		х	6/27/14
INRESF Workshop	CAES Gallery		х	7/9/14
Cooper Norman 60 <sup>th</sup> Anniversary	Holt Arena		Х	7/10/14
Pocatello H.S. Class of 94' Reunion	SUB		х	7/12/14
Pocatello H.S. Class of 74' Reunion	Rotunda		х	8/9/14
Idaho State Civic Symphony Concert	Jensen Grand Concert Hall		Х	8/27/14

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO June 2014 – August 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
CALS 113 <sup>th</sup> Birthday	Ag Building Interaction Court	х		6/16/14
Leadership Reception	President's House	Х		6/16/14
Corner Club Golf Tournament	Golf Course	х		7/13/14
UI 125 <sup>th</sup> Celebration Cd'A	UI Coeur d'Alene	х		7/23/14
Football Coaches Dinner	Kibbie Dome	х		8/1/14
EMBA Golf Scramble	Golf Course	х		8/4/14
Friends of the Prichard Garden Party	Prichard Art Gallery	x		8/7/14
CBE Faculty Retreat	J.A. Albertson's Building	x		8/20/14
Tom & Teita Reveley Nursery Facility Dedication	Tom & Teita Reveley Nursery Facility - Moscow	x		9/12/14
University Gala	UI SUB	x		10/16/14
Barker Trading Room Grand Opening	J.A. Albertson's Building - Gallery	Х		10/31/14
Dr. Ruby Retirement	Kibbie Dome Litehouse Center		х	6/20/14
Palouse Knowledge Corridor Banquet	SUB Ballroom		Х	6/23/14

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE June 2014 – August 2014				
EVENT LOCATION Institution Outside DATE (S) Sponsor Sponsor			DATE (S)	
In the Vineyard Plein Aire Jury Reception	LCSC Center for Arts & History (CAH)	x		8/14/14
Lynn Guillot Exhibition Opening	LCSC Center for Arts & History (CAH)	х		9/5/14

#### SUBJECT

Board Policy I.P. Idaho Indian Education Committee, Nominations

#### REFERENCE

February 21, 2013	The Board approved the first reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
April 18, 2013	The Board approved the second reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
December 19, 2013	The Board approved members of the Idaho Indian Education Committee.
June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.

#### **BACKGROUND/DISCUSSION**

The purpose of the Board's Indian Education Committee is "to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes".

The Idaho Indian Education Committee consists of 19 members appointed by the Board and includes the following consistent with Board Policy I.P.

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Coeur d'Alene Tribe and Nez Perce Tribe have forwarded Ms. Kathy Albin and Mr. Bill Picard's names forward for consideration respectively to fill the vacant seats.

#### IMPACT

The proposed appointments replace the Nez Perce Tribe and Coeur d'Alene Tribe representatives on the Committee.

#### ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Nomination Letters	Page 5

#### STAFF COMMENTS AND RECOMMENDATIONS

#### **CONSENT - PPGA**

Mr. Justin Marsh representing the Coeur d'Alene Tribe is no longer with the Tribal Education Department. Ms. Kathy Albin has been identified to replace Mr. March and to serve as the K-12 tribal education representative on the Indian Education Committee. Additionally, Mr. Joel Moffett did not seek reappointment to the Nez Perce Tribal Council and the Council determined to forward another nomination. Mr. Bill Picard was identified to replace Mr. Moffett and to serve as the Tribal Chair designee on the Committee.

If approved, Ms. Albin would complete the current term of Mr. March which runs from July 1, 2013 - June 30, 2016 and Mr. Picard would complete the current term of Mr. Moffett which runs from July 1, 2013 - June 30, 2018.

Board staff recommends approval.

#### **BOARD ACTION**

I move to appoint Ms. Kathy Albin, representing the Coeur d'Alene Tribe K-12 tribal education representative and Mr. Bill Picard, representing the Nez Perce Tribe to the Idaho Indian Education Committee, effective immediately.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

#### State Board of Education Indian Education Committee

**Dr. Yolanda Bisbee** is the Director of the College Assistance Migrant Program at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

**Selena Grace** is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2013 – June 30, 2016.

**James Anderson** is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

**Bob Sobbotta, Jr.** is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2013 – June 30, 2016

**Evanlene Melting-Tallow** is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

**Dani Hansing** is the New Student Services Coordinator for the College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

**Lori Manzanares** is the Director for Student Enrichment at the College of Western Idaho (CWI). Term: July 1, 2013 – June 30, 2016

**Jared Gardner** is currently an Admissions Counselor at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

**Jennifer Porter** is the chairperson for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

**Dr. Chris Meyer** is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene tribe. Term: July 1, 2013 – June 30, 2016

**Kathy Albin** is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2013 – June 30, 2016

**Bill Picard** is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

**Joyce McFarland** is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

**Tino Batt** is a member of the Fort Hall Business Council and serves as the Tribal Chairperson's designee for the Shoshone-Bannock Tribe. Term: July 1, 2013 – June 30, 2017

**Claudia Washakie** is the Youth Education Coordinator for the Shoshone-Bannock Tribe and serves as the K-12 representative for the Shoshone-Bannock Tribe. Term: July 1, 2013 – June 30, 2016

**CONSENT - PPGA** 

**Nancy Egan** is the Tribal Administrator for the Shoshone-Paiute Tribe and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribe. Term: July 1, 2013 – June 30, 2018

**Shana Thomas** is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribe and serves as the K-12 representative for the Shoshone-Paiute Tribe. Term: July 1, 2013 – June 30, 2017

**Eric Kendra** is the Superintendent of the Coeur d'Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2016

**Eric Lords** is the Superintendent of the Sho-Ban Jr-Sr High School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018

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COEUR D'ALENE TRIBE OFFICE OF THE CHAIRMAN P.O. BOX 408 PLUMMER, IDAHO 83851 (208) 686-1800 • Fax (208) 686-8813

June 9, 2014

Selena Grace Chief Academic Officer Office of the State Board of Education PO Box 83720 Boise, ID 83720-0037

Patty Sanchez Academic Affairs Program Manager Readiness Office of the State Board Education PO Box 83720 Boise, ID 83720-0037

Dear Ms. Grace and Ms. Sanchez,

The purpose of this letter is to notify you of some changes in staffing that we have had recently, which will impact who we have representing the Coeur d'Alene Tribe to the Indian Education Committee.

Dr. Chris Meyer, Director of Education for the Coeur d'Alene Tribe will continue to serve as our designated representative on the Indian Education Committee. However, effective immediately, Kathy Albin will be replacing Justin Marsh as the Coeur d'Alene Tribe's K-12 representative on the committee. Kathy can be reached at (208) 686-1800 or via email at kalbin@cdatribe-nsn.gov.

Thank you in advance for making the appropriate changes on your end. We look forward to hearing of the continued progress of the committee.

Sincerely,

Chief & allow

Chief J. Allan Chairman, Coeur d'Alene Tribe

**CONSENT - PPGA** 





P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

July 1, 2014

Dr. Christopher Mathias Chief Academic Officer Office of the State Board of Education 650 W. State St., Rm 307 Boise, ID 83720-0037 JUL 07 201)

Dear Dr. Mathias:

The Nez Perce Tribal Executive Committee (NPTEC) selected Bill Picard to replace Joel Moffett on the Idaho Indian Education Advisory Board at their June 24, 2014 meeting. The selection was made per resolution no. NP 14-340 (attached) and is effective immediately and will remain in effect until Mr. Picard is replaced by NPTEC resolution.

Mr. Picard may be reached by telephone at 208-832-2253, Ext. 3695 or via e-mail at <u>bpicard@nezperce.org.</u> If you have any questions regarding this appointment or require additional information, please contact Rachel Edwards, NPTEC Executive Assistant at 208-621-3685 or via e-mail at <u>rachele@nezperce.org.</u> Thank you.

Sincerely,

Silas C. Whitman Chairman

Attachment - 1 /re

#### NP 14-340

#### RESOLUTION

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

- WHEREAS, on January 12, 2010, Joel T. Moffett was appointed to the State of Idaho Indian Education Committee by resolution NP 10-123; and
- WHEREAS, there is a need to replace Joel T. Moffett; and
- WHEREAS, Bill Picard is qualified to fill Joel T. Moffett's position on the State of Idaho Indian Education Committee.
- NOW, THEREFORE, BE IT RESOLVED, that the Nez Perce Tribal Executive Committee (NPTEC) hereby appoints Bill Picard, to the State of Idaho Indian Education Committee; and
- BE IT FINALLY RESOLVED, that Bill Picard will serve on the Idaho Indian Education Committee until replaced by resolution.

#### CERTIFICATION

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, June 24, 2014 in the Richard A. Halfmoon Council Chambers, Lapwai, Idaho, a quorum of its Members being present and voting.

Brooklyn D. Baptiste, Secretary BY:

ATTEST:

J Silas C. Whitman, Chairman

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#### SUBJECT

Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

#### APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code Idaho Administrative Code 08.02.03.128

#### **BACKGROUND/DISCUSSION**

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01.02 describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A). Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2014, the main adoption cycle is curricular materials in the subject area of Professional-Technical Education. Interim adoption clause allows for submissions in the subject area of English Language Arts 6-12. Annual adoption continues for Limited English Proficiency and Computer Applications.

This year the curricular materials review week was held June 16-20, 2014. Sixtyseven content area specialists assisted the ten standing committee members in the evaluation of the curricular materials.

#### ATTACHMENTS

Attachment 1 - 2014 Curricular Materials Recommendations Document Page 3

#### **BOARD ACTION**

I move to approve the adoption of Professional-Technical Education, English Language Arts 6-12, Limited English Proficiency and Computer Applications curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

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## 2014 Curricular Materials Recommendations

## Curricular Materials Adoption Process



THE IDAHO STATE DEPARTMENT OF EDUCATION TOM LUNA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

## INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2014 Session called for reviewing curricular materials in the main subject area of Professional-Technical Education and interim materials in 6-12 English Language Arts/Literacy. Annual materials include Computer Applications and Limited English Proficiency.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

# CURRICULAR MATERIALS ADOPTION PROCEDURES

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

**The Adoption Process in Idaho** provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools. It is recommended that districts choose materials from the list of vetted and approved materials. School districts are not required to choose materials from this list.

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), and limited English proficiency (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one-year following the main adoption year to submit new copyrights for a particular content area, allowing each of the content area submissions a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are considered unsuitable for use in their designated subject area.

#### **Curricular Materials Adoption Procedures**

**Curricular materials** in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

**The Curricular Materials Selection Committee**, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

**The membership** on the Selection Committee consists of representatives from the following areas:

- the state's four colleges of education
- secondary administrator
- elementary administrator
- secondary teachers
- elementary teachers
- district school board member
- representative from private/parochial schools
- parent representatives
- member who is not a public school educator nor trustee
- content area specialist from the SDE
- representative from the Division of Professional-Technical Education
- the Executive Secretary

#### **Curricular Materials Adoption Procedures**

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by Professional-Technical Education, English Language Arts, Limited English Proficiency, and Computer Application specialists from throughout the state, met for five days in June to review and correlate all materials to the Common Core State Standards and/or the Idaho Content Standards and specific course requirements. This meeting followed a one month remote review process. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2014), contracts are mailed to the publishing companies (August 2014). After the return of signed contracts, the listing of newly adopted materials is published by December 3, 2014 in the annual Adoption Guide found on the Internet at:

http://www.sde.idaho.gov/site/curricular\_materials/adoption\_guide.htm

A state curriculum library is maintained at Caxton Printers as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library	Curriculum Library
College of Idaho	Lewis-Clark State College
Caldwell, Idaho	Lewiston, Idaho
Albertson Library	Riley Library
Boise State University	Northwest Nazarene University
Boise, Idaho	Nampa, Idaho
David O. McKay Library	Instructional Materials Technology Ctr
Brigham Young University-Idaho	University of Idaho
Rexburg, Idaho	Moscow, Idaho

Instructional Materials Center Idaho State University Pocatello, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled *Textbook Adoption Process: Request for Reconsideration of Materials* is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.

#### Idaho

## STATE CURRICULAR MATERIALS SELECTION COMMITTEE COMMITTEE MEMBERS LIST AS OF JUNE 2014

Diann Roberts ELA/Reading Coordinator Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

Darlene Matson Dyer Secondary Teacher Wood River High School 950 Fox Acres Road Hailey, ID 83333

Stacey Jensen Elementary Teacher Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201 Christina Nava LEP, Title III Coordinator Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

Tara Drexler Elementary Teacher Robert Stuart Middle School 644 Caswell Avenue West Twin Falls, ID 83301-3798 Kristi Enger PTE Coordinator Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

Laree Jansen Parent Representative 3669 North 3200 East Kimberly, ID 83341-5344

Lisa Olsen Secondary Teacher Rocky Mountain Middle School 1330 Melody Drive Idaho Falls, ID 83402

Elizabeth Flasnick Curriculum and Technology Ctr Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

Kathy Gauby Curricular Materials & Online Course Review Coordinator Idaho State Dept of Education PO Box 83720 Boise, ID 83720-0027

# 2014 Curricular Materials Professional-Technical Education Recommendations

#### **Curricular Materials Recommendations - Regular Adoptions**

It was moved by <u>Tara Drexler</u>, seconded by <u>Kristi Enger</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Regular Adoption* of Professional-Technical Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

#### **Curricular Materials Recommendations – Annual Adoptions**

It was moved by <u>Stacey Jensen</u>, seconded by <u>Darlene Dyer</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications and Limited English Proficiency materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

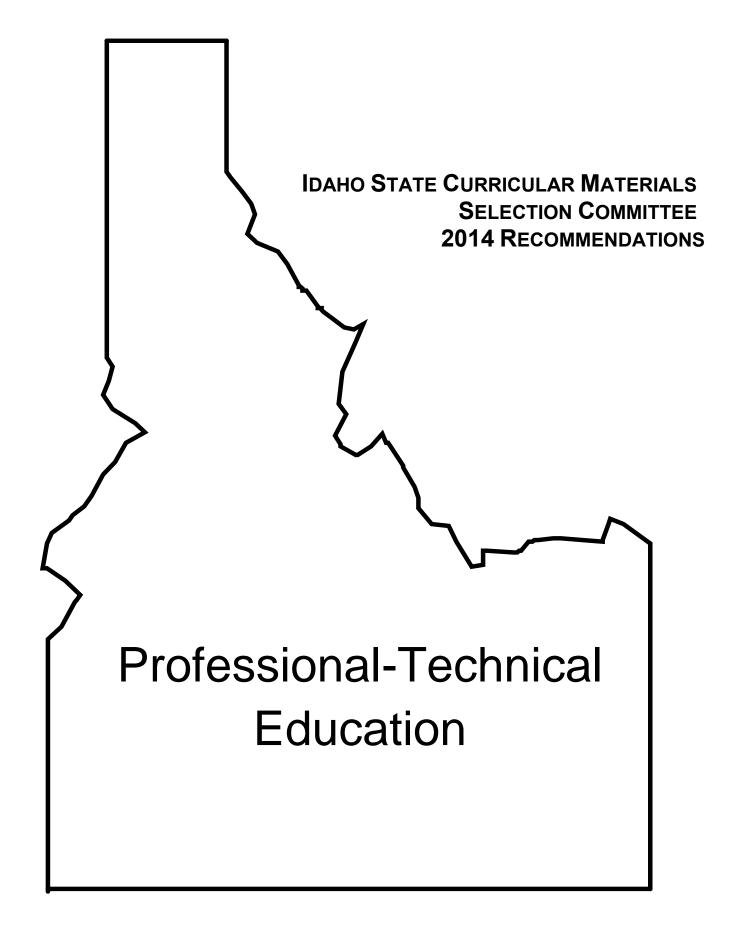
#### **Curricular Materials Recommendations - Interim Adoptions**

It was moved by <u>Laree Jansen</u>, seconded by <u>Lisa Olsen</u>, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Adoption* of 6-12 ELA/Literacy materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

#### Adjournment

Motion for adjournment was made by **Laree Jansen**, seconded by a **Unanimous Vote**, and carried to adjourn the meeting on June 20, 2014.

Respectfully submitted, Kathy Gauby Executive Secretary



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Metal Fabrication Technology for Agriculture	Jeffus	2011	9-12	9781435498570	Highly Recommended as a comprehensive program for Agricultural Fabrication
	<ul> <li>Notes: Strengths- Great pictures, organizers, not too large; very durable; no industry bias. Welding courses, not a generic Ag. Mechanica Key Features:</li> <li>METAL FABRICATION TECHNOLOGY FOR safety-conscious introduction to agricultural webegins by introducing your students to equiparinstructions.</li> <li>Contains experiments that allow students are the soft and different material thicknesses in Includes a completely updated chap</li> <li>Updated art and photos throughout a processes.</li> <li>Gas Metal Arc Welding and Flux Completely and the soft and</li></ul>					
	Metal Fabrication Technology for Agricu					
	Metal Fabrication Technology for Agricu	lture, Instructor Res	source CD-ROM		9781435498563	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Power Equipment Engine Technology	Abdo	2011	9-12	9781418053888	Recommended as a comprehensive program for Small Gas Engines

Cengage Learning	Welding Principles and Applications	Jeffus	2012	9-12	9781111039172	Highly Recommended as a comprehensive program for Agricultural Welding
		Autio	Copyright	Level	ISBN	
Publisher	Title of Material	Author	Convright	Grade	ISBN	Correlation
	Power Equipment Engine Technology, W	/orkbook			9781418053895	-
	Power Equipment Engine Technology, Ir	nstructor Resource	e CD-ROM		9781418053901	
	Power Equipment Engine Technology, Vi	ital Source eBook	(6 year access)		9781285351643	
	<ul> <li>read and confusing diagrams. Black and white work better in a tech school or industry.</li> <li>Key Features:</li> <li>POWER EQUIPMENT ENGINE TECHNOLO with easy-to-read-and-understand chapters a comprehension. Give yourself a head-start in education prior to working in the field.</li> <li>Excellent use of full-color illustrations degrees of student comprehension.</li> <li>The text does a great job of introduc maintenance and troubleshooting wi</li> <li>An exceptionally organized layout of content.</li> <li>This book never misses a beat, with accurate information.</li> <li>An extra all-encompassing student v</li> </ul>	GY (PEET) has been nd over 600 illustration today's world with F s and photos, and a sing electrical theory. ill serve students we f chapters provides a amazing attention to	n written to make t ions to assist visua PEET – giving you t n easy-to-read writ The foundation th II as they move into a more logical read o detail and descrip	he learning exp I learners with o the knowledge y ing style is used is textbook sets o more advance than that of oth otive narrations	erience enjoyable content you need with a solid d to cover varying s with its basic ed courses. her books with similar with up-to-date and	

Cengage	Agricultural Mechanics :	Herren	2015	9-12	9781285058955	Highly Recommended as a comprehensive
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Welding Principles and Applications	s, Study Guide/Lab N	/lanual		9781111039189	
	Welding Principles and Applications	, Instructor Resourc	e CD-ROM		9781111039165	
	Welding Principles and Applications	s, Vital Source eBool	(6 year access)		9781133209478	
	Welding Principles and Applications	s, CourseMate			9781111124809	
	<ul> <li>Notes: Very comprehensive. Use for Ad Strengths: Very comprehensive, use for test bank. Weaknesses: overwhelming. Key Features:</li> <li>WELDING: PRINCIPLES AND APPLICA techniques and practices. It also contain environmental and conservation tips. Yo variety of different welding processes us <ul> <li>Includes hundreds of new and I</li> <li>Includes new welding processes</li> <li>Contains expanded material on Arc Welding.</li> <li>Contains new chapters that inc Practices.</li> <li>Covers the most current welding for entering today's welding fiel</li> <li>Includes a newly revised compa hands-on welding practice.</li> </ul> </li> </ul>	, some sections too ad ATIONS, 7E has been as hundreds of new an our students will find tig sed today. updated photographs nservation tips. as and technologies. a processes such as P clude Shop Math, Read ag technologies, so you d.	dvanced for this course updated to include ne d updated photograph ght shots of actual wel and line art. lasma Cutting, Flux C ding Technical Drawing ur students can feel co	and charts, dur e, smaller print s ew welding proc is and illustratio ds that will help ored Arc Weldir gs, and Fabrica onfident that the	able, power point, size. esses, technologies, ns, as well as them quickly learn a ng, and Gas Metal ting Techniques and y are well-prepared	

<ul> <li>Notes: Very comprehensive. Covers several ag content areas. Good pictures and diagrams. Great Contains plans. Don't have to teach in order- can jump around. Good teacher resources. Overbeat could intimidate students.</li> <li>Key Features:</li> <li>This trusted text provides a thorough introduction to agricultural mechanics, covering fundamental engineering theory, common tools and materials, and a wide range of practical applications. Units topics such as career opportunities, shop orientation and procedures, woodworking and metal wor project planning, cutting and welding, paints and paint application, power mechanics, electrical wir hydraulics, concrete and masonry, and agricultural structures.</li> <li>Expanded coverage of safety using power hand tools, stationary power equipment and of added.</li> <li>The Relevant Websites at the end of each unit have been updated to provide clearer seat event web links change or become out of date.</li> <li>This proven text provides a comprehensive and engaging introduction to agricultural mechanical and engineering theory, essential tools and materials, and a wide range projects.</li> <li>The text features dedicated chapters on dozens of critical topics, including metal and care and metal working, tool identification, project planning, cutting and welding, paints and paint applications.</li> </ul>	ring because so large- mechanical and explore essential king, tool fitting, ing, plumbing, her areas has been rch information in the hanics, exploring of real-world eer selection, wood int application, power	
Agricultural Mechanics : Fundamentals & Applications, CourseMate	9781285851501	
Agricultural Mechanics : Fundamentals & Applications, Vital Source eBook (6 year access)	9781305176300	
Agricultural Mechanics : Fundamentals & Applications, Instructor's Website	9781285058986	
Agricultural Mechanics : Fundamentals & Applications, ClassMaster CD-ROM	9781285058993	
Agricultural Mechanics : Fundamentals & Applications, Lab Manual	9781285059013	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Residential Construction Academy : Carpentry	Vogt	2012	9-12	9781111308261	Highly Recommended as a component program for Building Construction/Carpentry
	<ul> <li>Notes: The parts this textbook covers, it does safety. Strengths: very good examples, very much job information, not much general safe Key Features:</li> <li>Based on industry standards developed by the this comprehensive text covers the essentials carpentry, and exterior and interior finish carped and exterior and interior finish carped service, and construction covers industry-regoals, customer service, and construction professionals working in the field.</li> <li>Updated content includes new mater blueprints, codes, building layout, in "Green Tip" and "Green Checklist" be energy-efficient industry trends and</li> <li>Know Your Codes" prompts student for a critical on-the-job skill.</li> </ul>	good step by ste ty information, no ne National Asso s of residential co bentry ensuring p related topics, su uction trends, as vial on heat loss sulation, and wa poxes offer stude practices they w s to research loo	ep instructions, very go o welding addressed. ciation of Home Builde onstruction carpentry, i professional success of ch as business practic well as trade-specific and insulation, and rev Il finish. nts insights into import ill likely encounter as v al and regional building	ood resources. ars and its Hom- ncluding tools a n any jobsite. es, ethical and career goals ar vised coverage cant environmer vorking profess	Weaknesses: not e Builders Institute, and materials, rough legal issues, career nd career profiles of of power tools, ntally friendly and ionals.	
	Residential Construction Academy : Car	9781111308278	-			
	Residential Construction Academy : Car	pentry , Instruc	tor's Resource CD-R	OM	9781111308285	-
	Residential Construction Academy : Car	pentry , DVD Se	et # 1		9781111308308	
	Residential Construction Academy : Car	pentry, DVD Se	et # 2		9781111308315	-

	Residential Construction Academy : Carp	entry , Workbook			9781111308292	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Collision Repair and Refinishing: A Foundation Course for Technicians	Thomas/ Jund	2014	9-12	9781133601876	Highly Recommended as a comprehensive program for Auto Body
	<ul> <li>Notes: An instructor should have no problem detailed info.</li> <li>Key Features:</li> <li>COLLISION REPAIR AND REFINISHING: A lareas of collision repair and refinishing as out analysis and damage repair, welding, painting resistance, mechanical &amp; electrical systems, a style are perfect for students with little or no p</li> <li>This is the first collision repair book w</li> <li>Collision Repair and Refinishing: A F and completely up to date with the late</li> <li>Expanded coverage of writing a resustudents secure their first job.</li> <li>New content on mechanical and election</li> <li>Chapters revised to cover new and election</li> <li>Collision Repair and Refinishing: A Found</li> <li>Resource CD-ROM</li> </ul>	FOUNDATION COU lined by NATEF. In- g and refinishing, pai and more. The logica rior exposure to colli written for 21st centur Foundation Course for atest technologies. Ime, developing inter ctrical components.	RSE FOR TECHN depth coverage ind nt chemistry, sacr al progression of to sion repair. Ty students. or Technicians, 2e rview skills, and of	NICIANS, 2E con cludes structura ificial coatings fo ppics and easy-t s is comprehension ther skills neede	vers all the major l and non-structural or corrosion o-understand writing ve, well illustrated	
	Collision Repair and Refinishing, Instruct	or Companion We	bsite		9781133602415	
	Collision Repair and Refinishing , Tech M	anual, Student Wo	orkbook		9781133601883	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Firefighter Safety and Survival	Zimmerman	2012	9-12	9781111306601	Recommended as a resource/supplemental program Fire Fighting
	<ul> <li>Notes: Textbook is a good resource for a constandards being taught, it would not be enoughed and instructor. Weaknesses: It lacks instructack of student resources.</li> <li>Key Features:</li> <li>FIREFIGHTER SAFETY AND SURVIVAL in Safety Initiatives. This text was developed up and outlines from the Firefighter Safety and</li> <li>Approved Methodologies: Correlate Firefighters Foundation (NFFF) and</li> <li>Real-World Material: Easy-to-read apply them in their profession.</li> <li>Alternative Applications: Examples safety, and human response all consimplement standard procedures, a</li> <li>Hands-on Activities: Activities of variables in the seasoned professionals and up departments without sacrificing chemical standard processionals and up departments without sacrificing chemical standard processionals and up departments without sacrificing chemical standard processionals and up and</li></ul>	ugh. Strengths: Text actor resources that we have a solution of the solution sing the Fire and Em- Survival model curric es directly with the 16 d the Fire and Emerg , realistic situations he sof safety problems a some into play demonst and promote a safety of arying levels encourage their own specific car as: Packed with new rookies the knowledge erished, longstanding	would be a great re buld allow a new te s the history and pr ergency Services H ulum. Fire and Life Safet ency Services of Hi elp firefighters of all nd solutions from o rate different ways ulture. ge students to apply ears. and evolving ideas, and tools they new traditions.	eference materi acher to enhan inciples of the ligher Education y Initiatives from gher Education ranks absorb the ther industries w to analyze risk- v safety theories Firefighter Safe d to make a dif	ial for both student ce student learning. 16 Firefighter Life n (FESHE) outcomes m the National Fallen (FESHE) outcomes. he concepts and where high risk, life benefit theories, s and concepts to the ety and Survival gives fference in their	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Industrial Maintenance	Brumbach / Clade	2014	9-12	9781133131199	Recommended as a resource/supplemental program for Industrial Mechanics

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation	
	Industrial Maintenance, Workbook				9781133131212		
	Industrial Maintenance, Instructor Con	npanion Website			9781133131205		
	Industrial Maintenance, Vital Source	Industrial Maintenance, Vital Source 97					
	<ul> <li>is outdated, specifically use of wire rope clip past explanation. No teachers Guide/Edition Key Features:</li> <li>INDUSTRIAL MAINTENANCE, Second Edit maintenance, including general, mechanical information on safety, tools, industrial print exploration of modern machinery and equip variety of industrial machines.</li> <li>The Second Edition has been thor industrial maintenance, including r installations, link- and V-belts, rota fittings, and busways), transformed motor protectors, compact fluorese.</li> <li>A new, visually striking, full-color la while more than 700 photos and ill to ground chapter contents in a protection of each potentially dangerous work-remained.</li> </ul>	ps. Disjointed when exp n, no job/skill/resume wi ition, provides a strong f al, electrical, welding, an reading, and electrical to oment to help you under roughly updated to reflec- new information on ladd ary actuators, electrical e r configurations, 9- and cent and LED lighting, a ayout offers greatly enh- lustrations help reinforce actical, real-world conte- eatures draw students' a	plaining center of riting at all, no dev foundation in all fi d preventive main heory, this compre- stand, diagnose, ct current equipme ers and scaffolds, equipment (boxes 12-lead motor con nd more. anced visual appe e important or con xt.	gravity. Illustrat velopment of lea ve major areas ntenance. In add ehensive text in troubleshoot, ar ent, standards, a rigging and me , enclosures, connections, soler eal to engage st nplex concepts	adership skills. of industrial dition to essential cludes a detailed ad maintain a wide and practices in achanical onduit bodies and ioids, solid-state udents' interest, and enable students		

Introduction to Law Enforcement and Cri         sher       Title of Material         Masonry Skills
Introduction to Law Enforcement and Cri
<ul> <li>searches of vehicles, hacktivism, iPads/tablets terrorism task forces (JTTFs), and more.</li> <li>New material has been added on the forces (JTTFs), the Toward Zero Dea (SpotShotter gunshot detection, rapid and geolocation "pinging"), and more</li> <li>The most recent statistics on criminal victimization; red-light running fatalitie distracted driving; community policing evidence; and more are included.</li> <li>Additional case studies bring the mat</li> <li>New career profiles showcase the da child safety educator from the Jacob</li> </ul>

Cengage Learning	Precision Machining Technology	Hoffman/ Hopewell/Janes	2015	9-12	9781285444543	Highly Recommended as a comprehensive program for Precision Machining
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Masonry Skills, Instructor Companion	Website			9781285426921	
	Masonry Skills, Vital Source				9781305177918	
	<ul> <li>A focus on greener and more sus offering insight into this growing ir</li> <li>Current industry requirements, su Industry Association), ensure that</li> <li>New and enhanced projects enco aspiring masons to practice import</li> <li>Reader-friendly approach is comp photos to enhance learning.</li> <li>Teaching and learning is enhance Companion website featuring tool</li> </ul>	ndustry trend. ch as OSHA (Occupation masons comply with the urage application of the tant skills. elemented by a sleek new ed through supporting ma	nal Safety & Hea latest standards techniques prese w design, two full aterials, including	Ith Administration and best pract ented in each ur -color sections,	on) and the BIA (Brick ices. hit and enable and brand new	
	Notes: Concise, easy to use, good diagram resources. Key Features: MASONRY SKILLS, Seventh Edition, prov fundamental principles, basic practices, ad commercial masonry.	ides a comprehensive, re	eader-friendly gu	ide to the maso	nry trade, covering	

Cengage Learning	Welding Principles and Applications	Jeffus	2012	9-12	9781111039172	Recommended as a comprehensive program for Welding
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Precision Machining Technology, Workbo	ook and Projects	Manual		9781285444550	
	Precision Machining Technology, Instruc	tor Companion V	Vebsite		9781305089273	
	Precision Machining Technology, Vital Sc	ource			9781305176676	
	<ul> <li>Key Features: Packed with detailed examples and illustration introduction to today's machine tool industry, of intermediate machining skills. Completely alig Level I Standard, the book fully supports the and Packed with real-world illustrations, of introduction to the field of precision of Completely updated to full Texas stat the field.</li> <li>The expanded appendix includes ne additional resources.</li> <li>Reflecting real-world practice, expan New coverage of teamwork and lead</li> </ul>	equipping readers and with the Nation achievement of NIM PRECISION MACH machining as it is p andards, the new en ew reference materi asive cutting tool co	with a solid understa nal Institute of Metal IS credentials. IINING TECHNOLO racticed today. dition covers the late al and machining da verage offers the mo	anding of funda working Skills ( GY, 2e offers a est practices and ta, offering stud ost up-to-date in	mental and NIMS) Machining thorough d developments from dents a wealth of nformation available.	

Ke Wi teo en	<ul> <li>tes: E-book/text easy to use. Success stories/strength. Bookshelf program/app did not y Features:</li> <li>ELDING: PRINCIPLES AND APPLICATIONS, 7E has been updated to include new welconniques and practices. It also contains hundreds of new and updated photographs and invironmental and conservation tips. Your students will find tight shots of actual welds that riety of different welding processes used today.</li> <li>Includes hundreds of new and updated photographs and line art.</li> <li>Includes new welding processes and technologies.</li> <li>Contains expanded material on processes such as Plasma Cutting, Flux Cored A Arc Welding.</li> <li>Contains new chapters that include Shop Math, Reading Technical Drawings, and Practices.</li> <li>Covers the most current welding technologies, so your students can feel confiden for entering today's welding field.</li> <li>Includes a newly revised companion Study Guide/Lab Manual that makes it easy hands-on welding practice.</li> </ul>	ding processes, technologies, illustrations, as well as a will help them quickly learn a rc Welding, and Gas Metal d Fabricating Techniques and at that they are well-prepared	
W	elding Principles and Applications, Vital Source eBook (6 year access)	9781133209478	
W	elding Principles and Applications, Instructor Resource CD-ROM	9781111039165	
	ELDING PRINCIPLES AND APPLICATIONS, Study Guide/Lab Manual	9781111039189	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Investigating Your Career	Jordan /Crews	2013	9-12	9781111575502	Recommended as a resource/supplemental for teacher only for Life and Careers Exploration Highly Recommended as a comprehensive program for Individualized Occupational Training or Career Exploration and
	<b>Notes:</b> Text was sent for 6-7 grades Family a useful for 9-12 grades Family and Consumer are of higher complexity than a 6-7 grade level (IOT) 9-12 grades. Publisher lists grade level Strengths: Consistent formatting; Up-to-date People/Real Career information was very goo résumé builder, interactive behavioral intervie web connections were referenced; Questions assignments encouraged higher level thinking solving; Test generator included – Exam View Resource CD provided many activities in Car Weaknesses: Little information was provided Personal health, safety, and wellness practice responsibilities. The purple and green backdr book could make the text difficult to read/focu Exploration, and very few others to cover the Development or IOT.	Science – Career and el. Text should also be for 9-12. technology technique od; Real Life Focus inf ew experience, and vice for students to consid g; Activities throughou w; Student access to te reer Interests and Expl for Health and Safety es in the workplace. F rop dots behind the tex us on. The Resource C	d Personal Develo e considered for Ir is including bloggi formation was hel deos with interview der aid in higher le tothe book were a ests online or via loration. : a. Personal heal Relation to laws, b tot starting on page CD focused most a	opment. The reandividualized Oc ing activities for pful; Online app w tips and techn evel thinking; Le ppropriate and i print from Exam th and wellness out no relation to e 4 and continuin activities on Car	ding level and topics coupational Training students; Real lication includes iques; Additional arning from others ncluded problem View; The practices. b. employee ng throughout the eer Interests and	Employment Preparation & Work-Based Learning course

<ul> <li>of interest that might develop into a career path while also identifying high school a offerings related to their career choices.</li> <li>SOCIAL NETWORKING – As it becomes the way the 21st Century communication on social networking has been added. The topic is also infused thro</li> <li>PERSONAL FINANCE - A new chapter covers budgeting, checking and sa and paying for education, and credit and debit cards.</li> <li>BLOG – An activity at the end of each chapter leads to a blog project at the part projects then lead to a capstone blog activity at the end of the book give</li> </ul>	unicates today, a new bughout the chapters. avings accounts, saving e end of each part. The	
<ul> <li>PLANNING A CAREER IN features that introduce each chapter correla CLUSTERS and present the employment outlook, possible job titles, and n education associated with a career in that cluster.</li> <li>ALTERNATE WAYS OF WORKING - New lessons has been added on ent career opportunities, flex schedules and more providing opportunities for st multiple ways.</li> </ul>	needed skills and trepreneurship, global tudents to learn in	
Investigating Your Career, Interactive eBook (6 year access)	9781285260648	
Investigating Your Career, Student Edition + 6 PAC Interactive eBook	9781285260631	
Investigating Your Career, Student Edition	9781111575502	
Investigating Your Career, Interactive eBook (6 year access)	9781285003726	
Investigating Your Career, Annotated Instructor's Edition	9781111576042	
	<ul> <li>INVESTIGATING YOUR CAREER, 3E offers students an opportunity to direct their of interest that might develop into a career path while also identifying high school a offerings related to their career choices.</li> <li>SOCIAL NETWORKING – As it becomes the way the 21st Century communession on social networking has been added. The topic is also infused through the sesson on social networking has been added. The topic is also infused through the part projects then lead to a capstone blog activity at the end of the book gin opportunity to put learning into practice.</li> <li>PLANNING A CAREER IN features that introduce each chapter correlated CLUSTERS and present the employment outlook, possible job titles, and reducation associated with a career in that cluster.</li> <li>ALTERNATE WAYS OF WORKING - New lessons has been added on en career opportunities, flex schedules and more providing opportunities for smultiple ways.</li> <li>MAKE ACADEMIC CONNECTIONS provides the integrated curriculum activities the advertising concepts relate to other courses of study.</li> <li>Investigating Your Career, Interactive eBook (6 year access)</li> <li>Investigating Your Career, Interactive eBook (6 year access)</li> </ul>	INVESTIGATING YOUR CAREER, 3E offers students an opportunity to direct their attention toward an area of interest that might develop into a career path while also identifying high school and college course offerings related to their career choices.         • SOCIAL NETWORKING – As it becomes the way the 21st Century communicates today, a new lesson on social networking has been added. The topic is also infused throughout the chapters.         • PERSONAL FINANCE - A new chapter covers budgeting, checking and savings accounts, saving and paying for education, and credit and debit cards.         • BLOG – An activity at the end of each chapter leads to a blog project at the end of each part. The part projects then lead to a capstone blog activity at the end of the book giving students the opportunity to put learning into practice.         • PLANNING A CAREER IN features that introduce each chapter correlate to the 16 CAREER CLUSTERS and present the employment outlook, possible job titles, and needed skills and education associated with a career in that cluster.         • ALTERNATE WAYS OF WORKING - New lessons has been added on entrepreneurship, global career opportunities, flex schedules and more providing opportunities for students to learn in multiple ways.         MAKE ACADEMIC CONNECTIONS provides the integrated curriculum activities that show students how advertising Your Career, Interactive eBook (6 year access)       9781285260648         Investigating Your Career, Student Edition + 6 PAC Interactive eBook       9781285260631         Investigating Your Career, Interactive eBook (6 year access)       9781285003726

	Investigating Your Career, Instructo	or's Resource CD-RO	Μ		9781111576059	
	Investigating Your Career, ExamVie	9781111576066				
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Nutrition & Diet Therapy	Roth	2014	9-12	9781133960508	Recommended as a resource/supplemental program for Nutrition and Food
	<ul> <li>could use it as a supplemental material activities at the end of each chapter. We students to be prepared to cook in a late the end of each chapter. We students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students to be prepared to cook in a late the students and the students and the students and the students and the students are the students and the students are the students and the students are students.</li> <li>New - diet quality of children in the students are the students and the students are the students and the students are the students and the students are the students are the students are the students.</li> <li>New - an expanded list of oral to treat diabetes.</li> <li>New information on Americans new chart of insulin currently at the students.</li> </ul>	Veaknesses: doesn't in b. an updated introduction olid foundation in nutri rition and good health h. ers and research. ations and current rese n America, new informa- nanagement across the medications used to the s with diabetes, an exp available to treat diabetes	actude most of our star to the essentials of n ion. This book addres and will enable you to earch for all ages about ation on ADHD and die elifecycle and obesity reat diabetes, and a ne anded list of oral med es.	ndards, doesn't utrition concept ses misconcep more effectively at the importance et, and expande trends in kids a ew chart of insu	include our needs for ts, good health and tions presented in the y help your clients e of increasing ed information on ind adults.	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Personal Financial Literacy	Ryan	2012	9-12	9780840058294	Recommended as a resource/supplemental program for Personal and Family Finance
	Notes: Strong online resources. Talks a         financial security link between them. Doe         not promote higher order thinking.         Key Features:         Learn how to plan and manage your pers         citizen. PERSONAL FINANCIAL LITERA         Standards for Personal Financial Literac         particular, to those just starting down the         • All features include a question of         • Exploring Careers link contents         • Net Bookmark is a short feature         • Take Action is a feature that proproject throughout the text.         Personal Financial Literacy, Courselve         Personal Financial Literacy, Student         Personal Financial Literacy, Courselve         Personal Financial Literacy, Student	es not provide MAC re sonal finances, achiev ACY, Second Edition, i y. The personal focus path to personal finan or activity for application more closely to the si that provides chapter ovides an opportunity fate (6 year access) Edition + 6 PAC Cou Edition	sources. The macro e re a financially succes is aligned with the Jun of this course makes ncial independence. on of topic. xteen career clusters. r-related activities to b to synthesize the cond	economic factor sful life, and tak np\$tart Coalition it relevant and be completed us	s are not there. Does the responsibility as a n's National meaningful to all; in sing online research.	and Family Finance
	Personal Financial Literacy, Annotat	-				
	Personal Financial Literacy, Instructo					

	Personal Financial Literacy, ExamView	I			9781111425708		
	Personal Financial Literacy, Workbool	Personal Financial Literacy, Workbook					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation	
Cengage Learning	Emergency Medical Technician Exam Review	Elling	2013	9-12	9781133131267	Recommended as a resource/supplemental program for Emergency Medical Technician	
	<ul> <li>Notes: Not up to date, in scope of practic vocabulary throughout with clear questions throughout booklet. Questions were clear Questions do not validate WREMT skill sh geriatric problems. Some content was on t questions.</li> <li>Key Features: With over 1,500 practice q is essential for anyone planning a career a are based on the EMT level of the Nationa Guidelines for ECC and CPR.</li> <li>Follows the National EMS Educa CPR to evaluate students on the Includes newly developed questic so students are prepared for the Offers two thoroughly revised, ful simulate state and national certifie</li> </ul>	engths: Good u Exam book only t of scope of pra questions or par y Medical Techn for the certificat the American H ssociation Guid cies . ctices, and tech	use of vocabulary 2. Not a textbook. actice. Not enough thophysiology nician Exam Review tion exam, questions eart Association elines for ECC and nology from the field both designed to				
	Emergency Medical Technician Exam	9781285401317					
	Emergency Medical Technician Exam	Review, StudyWa	ire CD		9781133131281		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	DHO: Health Science	Simmers	2014	9-12	9781133693611	Highly Recommended as a comprehensive program Fundamentals of Health Professions
	<ul> <li>Notes: Extremely user-friendly. Up-to-dexplanations are great. Get the feeling it cannot access text online nor can they a Key Features:</li> <li>HEALTH SCIENCE 8th edition continue: curriculum. Organized in two parts, the f broad range of health professions, such fundamental entry-level skills by specific</li> <li>Provides more than 800 newly content.</li> <li>Includes a new chapter on Median Career information has been up</li> <li>Includes many updates such as new health care careers, techn the Patient Protection and Afford</li> <li>Includes revisions to the section Association's new 2010 standa</li> </ul>					
	DHO: Health Science, Instructor's M					
	DHO: Health Science, Instructor's Re	-				
	DHO: Health Science, Interactive Cla					
	DHO: Health Science, Workbook					

	DHO: Health Science, Activity Manual	DHO: Health Science, Activity Manual					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation	
Cengage Learning	Introduction to Sports Medicine and Athletic Training	France	2011	9-12	9781435464360	Highly Recommended as a comprehensive program for Sports Medicine/Athletic	
	<ul> <li>Teacher and student texts can stand alone. Si visual materials. Layout is smooth.</li> <li>Key Features:</li> <li>This book covers sports medicine, athletic traallows the reader to grasp functional concepts athletic training. Comprehensive chapters on included. Instructors will appreciate both the or presented.</li> <li>Includes the newest, cutting-edge fat</li> <li>Follows the six domains of athletic tracare; treatment; rehabilitation and redevelopment and responsibility.</li> <li>Contains a more thorough depth and</li> <li>Offers discussion and insight into a minipury, ACL sprain, inversion sprain, with a focus on concussions.</li> </ul>						
	Introduction to Sports Medicine and Ath	9781435464384	-				
	Introduction to Sports Medicine and Ath						

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation				
F. A. Davis	Essentials of Anatomy and Physiology, 6E	Valerie Scanlon	2010	9-12	9780803622562	Recommended as a comprehensive program for Anatomy and Physiology for Health Professions				
	Notes: Very organized and comprehensive Angel, Moodle, and SCORM. No teacher difficult to access on iPads. <b>Key Features:</b> Makes A&P fun and easy to she makes complex information easier to to of exactly what they are learning. Chapter Review Podcasts, Cases Studies,	als flash based, known in the way								
	Student Workbook for Essentials of Ar	9780803623248								
	DavisPlus - For Student	9780803622562								
	DavisPlus - For Instructor	9780803622562								
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation				
F. A. Davis	Understanding Anatomy and Physiology	Gale Thompson	2012	9-12	9780803622876	Recommended as a comprehensive program for Anatomy and Physiology for Health				
	<b>Notes:</b> Learning objectives were only four Human Bio exceeds current performance for visual learners. Leadership opportunitie with premium package. Lacking higher lev really enjoy format. "Key topics" at the end general discussion of learning styles in the activities with Adobe Flash based system.	Professions								

	Key Features: Beginning with an overview one-of-a-kind portrayals of each body syste helpful hints, and easy-to-read descriptions unit of understanding, breaking down comp DavisPlus - Premium For Instructor					
	DavisPlus - Premium with PlusCode	9780803622876 9780803622876				
	Workbook to Accompany Understandin	ng Anatomy and Phys	siology		9780803622883	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
F. A. Davis	Introduction to Health Care in a Flash! An Interactive, Flash-Care Approach	Marilyn Turner	2013	9-12	9780803625860	Recommended as a resource/supplemental program for Anatomy and Physiology for
	<b>Notes:</b> Flashcards helpful, although not or Missing a lot of important elements. Skills in capture interest easily. No color, no picture <b>Key Features:</b> Introduces students to t communication, cultural sensitivity, he legal aspects, and securing a job. Heal	, etc. Book does not vorking. Covers d	Health Professions			
	DavisPlus - For Instructor	9780803625860				
	DavisPlus - For Student				9780803625860	-
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Small Gas Engines	Roth, Fisher, Gauthier	2012	9-12		Highly Recommended as a comprehensive program for Small Gas Engines, Small Engine Repair

	Notes: Strengths: Clear pictures and gra comprehensive- goes through engine, co hard to read and navigate, no general im Key Features: Small Gas Engines e operation. It also presents a detailed rebuilding, and repair. In addition, Si equipment applications and the spec					
	Small Gas Engines Bundle - Text + 0	Online 6yr. Classroom S	Subscription		978-1-61960- 119-2	
	Small Gas Engines - Workbook         978-1-60525- 549-1					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Engineering Fundamentals	Brown, Brown, Berkeihiser	2014	9-12		Highly Recommended as a comprehensive program for Fundamentals of Engineering Technology
	<b>Notes:</b> Strengths: Design process, electransportation, robotics, residential and in <b>Key Features:</b> <i>Engineering Fundam</i> design process and then reviewing, educational requirements, basic mat The content fully supports STEM init	tarting with the ne, career options,				
	Engineering Fundamentals Bundle -	978-1-61960- 224-3				
	Engineering Fundamentals - Workbo	978-1-61960-				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Technology & Engineering	Wright	2012	9-12		Recommended as a comprehensive program for Manufacturing Systems I
	<b>Notes:</b> Super text- Can be used for several and Technological Design. Okay Text for M requirements. Limited on construction and <b>Key Features:</b> <i>Technology &amp; Enginee</i> transportation; construction; manufacture It discusses how people use technolog understanding of problem solving and automation and robotics, digital photog	eracy beyond d information; energy and power. y do. The ains information on	Recommended as a comprehensive program for Fundamentals of Engineering Technology Recommended as a comprehensive program Technological Design			
	Technology & Engineering Bundle - Te	978-1-61960- 089-8				
	Technology & Engineering - Teacher's	978-1-60525- 414-2				
	Technology & Engineering - Tech Lab	978-1-60525- 413-5	-			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Video: Digital Communication & Production	Stinson	2013	9-12		Recommended as a component program for Video Editing Technology

	<ul> <li>Notes: This text is a great text for an "Intro the broadcasting classes are part of a comprehene opt for a more comprehensive text. There is safety. The visuals are strong and the layout "chunked" in small, interesting blurbs. Overal entire component on broadcasting.</li> <li>Key Features: Video: Digital Community pursue a career in video production, as personal use. It provides a comprehenest planning, camera system operation, light processes are featured.</li> </ul>	ensive program (ir no mention of tele t of the text is ple II, it's pretty comp cation & Produ well as those th sive introduction	ncluding live studio pro evision history, and ve easing, with sidebars a plete and accurate in the <b>action</b> addresses the nat want to produce p to creating videos v	oduction), the tea ry little time spen nd boxes of use ne topic it covers e needs of stud professional-qu with topics sucl	acher may want to nt on ethics and ful information, s, but it's lacking an dents who want to uality videos for h as preproduction			
	Video: Digital Communication & Production Bundle - Text + Online 6yr Classroom978-1-61960- 121-5Subscription121-5							
	Video: Digital Communication & Product	mmunication & Production - Workbook 819-5						
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
Goodheart- Willcox	Television Production & Broadcast Journalism	Harris	2012	9-12		Recommended as a comprehensive program for Broadcast and Video Technologies		
	<ul> <li>Notes: While text covers a comprehensive the philosophy of video production. The control of that realm.</li> <li>Key Features: <i>Television Production &amp; Bi</i> an overview of the equipment, job responsib The activities and processes involved with eactivities and news judgment, news with the set of the set</li></ul>	ore careers outside industry by providing note location work. nalism coverage						
	Television Production & Broadcast Journ Subscription	nalism Bundle -	Text + Online 6yr C	Classroom	978-1-61960- 120-8			

	Television Production & Broadcast Jou	Television Production & Broadcast Journalism - Workbook						
Publisher	Title of Material	ISBN	Correlation					
Goodheart- Willcox	Auto Collision Repair and Refinishing	Crandell	2014	9-12		Highly Recommended as a comprehensive program for Auto Body Collision Repair		
	Notes: Meets criteria for objectives, conte Key Features: Auto Collision Repair and Technician, details the latest techniques in ASE's Collision Repair & Refinish Certifica an exam preparation tool. This comprehen instruction on this valued, real-world task. systems and cooling systems.							
	Auto Collision Repair and Refinishing Subscription	978-1-61960- 391-2						
	Auto Collision Repair and Refinishing	978-1-61960- 392-9						
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
Goodheart- Willcox	Modern Automotive Technology	Duffy	2014	9-12		Recommended as a comprehensive program for Automotive Technology		

Weaknesses: Large size- better if divid Key Features: Modern Automotive T test areas that supports career readines construction, operation, diagnosis, serv approach, students first learn the funda diagnostics and service procedures. U	ded into related sections. <b>Echnology</b> is a compreh ss for those wishing to pu- rice, and repair of late-mo- umentals of automotive sy pdated content throughou	Little or no diesel er ensive textbook orga insue a job in the au odel automobiles and stems and then pro ut the textbook, inclu	nission info no anized around th tomotive industr d light trucks. Us gress gradually uding a new <i>Fun</i>	DEF info. he ASE automobile y. It details the sing a building block to complex damentals of	
Modern Automotive Technology Bu	Indle - Text + Online 6	yr Classroom Sub	scription	978-1-61960- 374-5	
Modern Automotive Technology - W	978-1-61960- 375-2				
Modern Automotive Technology - S	Shop Manual			978-1-61960- 377-6	-
Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Modern Welding	Althouse, Turnquist, Bowditch, Bowditch, Bowditch	2013	9-12		Recommended as a component program for Welding
	Weaknesses: Large size- better if divid         Key Features: Modern Automotive T         test areas that supports career readine         construction, operation, diagnosis, serva         approach, students first learn the fundatiagnostics and service procedures. U         Electricity and Electronics section and a today's vehicles.         Modern Automotive Technology Bu         Modern Automotive Technology - V         Modern Automotive Technology - S         Title of Material	Weaknesses: Large size- better if divided into related sections.         Key Features: Modern Automotive Technology is a compreh         test areas that supports career readiness for those wishing to pu         construction, operation, diagnosis, service, and repair of late-mo         approach, students first learn the fundamentals of automotive sy         diagnostics and service procedures. Updated content throughon         Electricity and Electronics section and a new Superchargers and         today's vehicles.         Modern Automotive Technology Bundle - Text + Online 69         Modern Automotive Technology - Workbook         Modern Automotive Technology - Shop Manual         Title of Material       Author         Modern Welding       Althouse,         Turnquist,       Bowditch,	Weaknesses: Large size- better if divided into related sections. Little or no diesel er         Key Features: Modern Automotive Technology is a comprehensive textbook orgitest areas that supports career readiness for those wishing to pursue a job in the au construction, operation, diagnosis, service, and repair of late-model automobiles and approach, students first learn the fundamentals of automotive systems and then pro- diagnostics and service procedures. Updated content throughout the textbook, inclu <i>Electricity and Electronics</i> section and a new Superchargers and Turbochargers char today's vehicles.         Modern Automotive Technology Bundle - Text + Online 6yr Classroom Sub- Modern Automotive Technology - Workbook         Modern Automotive Technology - Shop Manual         Title of Material       Author       Copyright         Modern Welding       Althouse, Turnquist, Bowditch, Bowditch,       2013	Weaknesses: Large size- better if divided into related sections. Little or no diesel emission info no         Key Features: Modern Automotive Technology is a comprehensive textbook organized around the test areas that supports career readiness for those wishing to pursue a job in the automotive industric construction, operation, diagnosis, service, and repair of late-model automobiles and light trucks. Us approach, students first learn the fundamentals of automotive systems and then progress gradually diagnostics and service procedures. Updated content throughout the textbook, including a new <i>Fun Electricity and Electronics</i> section and a new <i>Superchargers and Turbochargers</i> chapter, prepares a today's vehicles.         Modern Automotive Technology Bundle - Text + Online 6yr Classroom Subscription         Modern Automotive Technology - Workbook         Modern Automotive Technology - Shop Manual         Title of Material       Author       Copyright       Grade Level         Modern Welding       Althouse, Turnquist, Bowditch, Bowditek	Modern Automotive Technology Bundle - Text + Online 6yr Classroom Subscription       978-1-61960- 374-5         Modern Automotive Technology - Workbook       978-1-61960- 375-2         Modern Automotive Technology - Shop Manual       978-1-61960- 377-6         Title of Material       Author       Copyright       Grade Level       ISBN         Modern Welding       Althouse, Turnquist, Bowditch, Bowditch,       2013       9-12

	Notes: The text has a lot of good information and we feel it would make a great resource but did not meet enough of the content standards. Strengths: Layout of the whole book is nice. Weaknesses: no mention of MSOS, no posted evacuation procedures. No hand tool usage. No mention of material list for Mech. Drawings. Nothing on fasteners tables and charts, no section on fabrication and layour, OFW-OFC- way too much content.         Key Features: Modern Welding is the comprehensive text of choice for student learning. It presents the fundamentals equipment, and techniques required for the most common welding and cutting processes used commercially. The text also covers underwater welding easy to understand for new students. Terms used throughout the text conform to AWS Standard A3.0M/A3.0:2010. Several chapters explain the welding workplace and the how-to's for career success.         Modern Welding Bundle - Text + Online 6yr. Classroom Subscription       978-1-61960-114-7         978-1-60525-       978-1-60525-							
	Modern Welding - Lab Workbook							
Publisher	Title of Material	Correlation						
Goodheart- Willcox	Exploring Life and Career	Dunn- Strohecker, Tippett	2012	6-7		Recommended as a comprehensive program for Exploratory Family and Consumer Sciences		
	<b>Notes:</b> Strengths: This text met all the obj higher order of thinking. The online compa very limited and basic. There is not a lot of all places.							
	Key Features: Exploring Life and Caree make wise decisions. The text addresses career options, healthful living, relating to p critical-thinking skills while they learn about themselves. College and career readiness	amily and friends, g. Students gain						
	Exploring Life and Career Bundle - Te	xt + Online 6yr Class	room Subscriptic	ิท	978-1-61960- 049-2			

	Exploring Life and Career - Teacher's	978-1-60525- 617-7				
	Exploring Life and Career - Workboo	k			978-1-60525- 616-0	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	The Culinary Professional	Draz, Koetke	2014	9-12		Recommended as a comprehensive program for Food Production, Management and
	<ul> <li>Notes: Strengths: Excellent visuals and materials compliment text for assessmen reviewing key concepts, terminology; mu Weaknesses: not conversational- dry ma of appetizers, hors d'oeuvres not mention rubrics is not thorough.</li> <li>Key Features: <i>The Culinary Profess</i> successful in a culinary arts career. equipment used in a professional kito operation. Career readiness activitie workplace. Common Core content is</li> </ul>	t guide writing, jectives. ned in text; key areas h textbook; lab book is need to be cation of foods and e a foodservice dents for the ngth.	Service, Advanced Food Production, Management and Service			
	The Culinary Professional Bundle - T	978-1-61960- 262-5				
	The Culinary Professional - Lab Man	978-1-61960- 259-5				
	The Culinary Professional - Study Gu	978-1-61960- 260-1				

Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Principles of Food Science	Ward	2015	9-12		Recommended as a comprehensive program for Food Science and Nutrition
<ul> <li>students. Strengths: experiments in the bevaluation data, and analyzing data. Weat consistency in sequence; critical thinking beginning of the text.</li> <li>Key Features: Principles of Food Scient food, both at home and in industry. By st</li> </ul>	-				
Principles of Food Science Bundle - T					
Principles of Food Science - Lab Mar					
Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Hospitality Services	Reynolds, Chase	2014	9-12		Recommended as a comprehensive program for Hospitality Services
	Principles of Food Science         Notes: We thought it was an excellent bostudents. Strengths: experiments in the bevaluation data, and analyzing data. Weaconsistency in sequence; critical thinking beginning of the text.         Key Features: Principles of Food Scient food, both at home and in industry. By st concepts, including the structure of atoms covers macronutrients, micronutrients, and and food preservation and packaging.         Principles of Food Science Bundle - Text Principles of Food Science - Lab Mar         Title of Material	Principles of Food ScienceWardNotes: We thought it was an excellent book! We would have lot students. Strengths: experiments in the back; great graphics; e evaluation data, and analyzing data. Weaknesses: never had consistency in sequence; critical thinking questions could have beginning of the text.Key Features: Principles of Food Science dod, both at home and in industry. By studying nutrients and concepts, including the structure of atoms, different forms of en covers macronutrients, micronutrients, and micro components; and food preservation and packaging.Principles of Food Science Bundle - Text + Online 6yr ClPrinciples of Food Science - Lab Manual/WorkbookTitle of MaterialAuthorHospitality ServicesReynolds,	Principles of Food ScienceWard2015Notes: We thought it was an excellent book! We would have loved a teacher edition students. Strengths: experiments in the back; great graphics; excellent lab book wit evaluation data, and analyzing data. Weaknesses: never had any FCCLA reference consistency in sequence; critical thinking questions could have been on a higher lev 	Principles of Food ScienceWard20159-12Notes: We thought it was an excellent book! We would have loved a teacher edition to help higher students. Strengths: experiments in the back; great graphics; excellent lab book with charts, vocab. evaluation data, and analyzing data. Weaknesses: never had any FCCLA reference; jumped arour consistency in sequence; critical thinking questions could have been on a higher level; no backgrou beginning of the text.Key Features: Principles of Food Science demonstrates how the laws of science are at work in th food, both at home and in industry. By studying nutrients and other food components, students lear concepts, including the structure of atoms, different forms of energy, and water's role as the univers covers macronutrients, micronutrients, and micro components; the positive and negative effects of r and food preservation and packaging.Principles of Food Science Bundle - Text + Online 6yr Classroom SubscriptionPrinciples of Food Science - Lab Manual/WorkbookTitle of MaterialAuthorCopyrightGrade LevelHospitality ServicesReynolds,	Principles of Food ScienceWard20159-12Notes: We thought it was an excellent book! We would have loved a teacher edition to help higher level thinking for students. Strengths: experiments in the back; great graphics; excellent lab book with charts, vocab. Building, games, evaluation data, and analyzing data. Weaknesses: never had any FCCLA reference; jumped around a lot. No consistency in sequence; critical thinking questions could have been on a higher level; no background knowledge at the beginning of the text.Key Features: Principles of Food Science demonstrates how the laws of science are at work in the preparation of food, both at home and in industry. By studying nutrients and other food components, students learn basic chemistry concepts, including the structure of atoms, different forms of energy, and water's role as the universal solvent. The text covers macronutrients, micronutrients, and micro components; the positive and negative effects of microbes on foods; and food preservation and packaging.Principles of Food Science Bundle - Text + Online 6yr Classroom Subscription978-1-61960- 438-4Principles of Food Science - Lab Manual/Workbook978-1-61960- 439-1Hospitality ServicesReynolds,0

	<ul> <li>Notes: Strengths: Chapter objectives; C every chapter to soft skills learning; goin charts, research, scenarios. CD: Teache common core standards, answers to stud side articles; no reference to FCCLA, mo solving scenarios questioning, link resou assessments in teacher resource CD- has</li> <li>Key Features: Hospitality Services pri travel, tourism, and recreation. The busi accounting, sales, and marketing. Additi hospitality as a career path are included.</li> </ul>						
	Hospitality Services Bundle - Text +						
	Hospitality Services - Workbook						
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation	
Goodheart- Willcox	Guide to Good Food	Largen, Bence	2015	9-12		Highly Recommended as a comprehensive program for Nutrition and Foods	
	<b>Notes:</b> Strengths: All standards are covered. It is a comprehensive overview of Nutrition and Foods. Chapter Reviews include helpful and varied activities that develop common core skills and critical thinking skills. Online site is appealing. Weaknesses: Basic ingredients and examples of recipes using them in recipes are not covered. The importance and facilitation of family meal time is not covered.						
	<b>Key Features:</b> <i>Guide to Good Food</i> pro appealing dishes. Menus and recipes we Food-related careers are profiled in ever						
	Guide to Good Food Bundle - Text +	978-1-61960- 632-6					

	Guide to Good Food - Instructor's Edition	978-1-61960- 633-3 978-1-61960-				
	Guide to Good Food - Workbook				634-0	
Publisher	Title of Material	ISBN	Correlation			
Goodheart- Willcox	Foundations of Personal Finance	Campbell, Dansby	2014	9-12		Highly Recommended as a comprehensive program for Personal and Family Finance/Economics
	<b>Notes:</b> Excellent text with excellent resource variety for learning/practice.	-				
	<b>Key Features:</b> <i>Foundations of Personal I</i> financial literacy. By studying the text, study productive life and achieve financial security Education published by the Jump\$tart Coali	will help them lead a				
	Foundations of Personal Finance Bund	978-1-61960- 364-6				
	Foundations of Personal Finance - Inst	978-1-61960- 361-5				
	Foundations of Personal Finance - Stud	978-1-61960- 362-2				

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Succeeding in Life and Career	Parnell	2012	9-12		Recommended as a comprehensive program for Teen Living
	<b>Notes:</b> Meets many, but not all, of the IOT integration, tabs, colors, and borders. Onlin Text available online completely with search videos, etc. Many related and beneficial propage xvi explains procedures with project f and online features are beneficial for mode text. Career exploration is limited within the goals is not present within the text. Networ Benefits, contact personnel, and hiring pravilot of in-depth, critical thinking pieces outside overwhelming, too much going on; cartoon students on cover, etc.) No résumé examp outside of online textbook. <b>Key Features:</b> designed to help teems adjust to change, exprovides understanding of how people chaeach of the 16 career clusters is explored a development, financial literacy, healthy lifest text.	the functionality support of function. Strength ojects are introduce format. Reading Skil ern student learning. The text, project online king, negotiating, ar ctices are very limite de of the encourage s present a more ju le in text; could not <b>Succeeding in Life</b> especially as they be nge over time, from along with related jo	borts text and provides is: Online access supp d in the text Job interv lls Handbook on page Weaknesses: Military must be completed. End mentoring in career ed within the text. Mult ed projects. Some of the venile than professional locate on online access <b>and Career</b> is an adve ecome young adults. A newborn to older adult bs and their requirement	project-based l ports text with pr iew information xxiv-xxvii is exc careers are no stablishing sho s are very limite iple topics touch e picture integra al approach (ie. s. No teacher s vanced compreh A lifespan devel t. Career readii ents for success	earning for students. rojects, activities, is detailed. Guide on cellent. Hybrid text of explored within the rt and long range ed within the text. ned very briefly, not a ation with the text is depiction of dress of earch feature online nensive text opment chapter ness is stressed, and . Skills	
	Succeeding in Life and Career Bundle					
	Succeeding in Life and Career - Teach					
	Succeeding in Life and Career - Workt					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Preparing for Life and Career	Liddell, Gentzler	2012	6-8		Recommended as a comprehensive program for Young Living
	Notes: We recommend for content area skills and technology integrations are lim suggests. Strengths: Meets content standards; well FCCLA; the reading prep section at the b printable version. Weaknesses: The text be more interactive with vocab and other integrated throughout the textbook. For e required plug=ins will be a huge problem <b>Key Features:</b> <i>Preparing for Life and C</i> students in developing the skills needed relationships, careers, nutrition, clothing, understand sections. Interpersonal comm foods, and sewing skills are included.					
	Preparing for Life and Career Bundle	978-1-61960- 055-3				
	Preparing for Life and Career - Teach	978-1-60525- 627-6	-			
	Preparing for Life and Career - Work	978-1-60525- 626-9	-			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Goodheart- Willcox	Introduction to Anatomy and Physiology	Hall, Provost- Craig, Rose	2014	9-12		Highly Recommended as a comprehensive program for Anatomy and Physiology for Health Professions

Goodheart- Willcox	School to Career	Littrell, Lorenz, Smith	2014	9-12		Highly Recommended as a comprehensive program for Career Exploration and Employment Preparation and Work-Based Learning	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation	
	Introduction to Anatomy and Physic	417-9					
					978-1-61960-	-	
	Introduction to Anatomy and Physic	978-1-61960- 416-2					
	Subscription	552-7					
	scientific method & research; History of <b>Key Features:</b> <i>Introduction to Anato</i> physiology textbook program written an coverage of all the body systems in an lessons for the beginning anatomy and lesson summaries, vocabulary-building assessment opportunities increase stude Introduction to Anatomy and Physic	f medicine, physics & forces omy and Physiology is a br ad designed for high school inviting, accessible format th physiology student. An abu exercises, hands-on activiti dents' ability to succeed in th	that affect the bo and new, beautifu students. The tex nat chunks chapte ndance of study a les, real-world ap nis challenging co	dy. Internet reso ully illustrated an t includes thorou er information in aids, such as lea plications, and e purse.	ources exceptional. atomy and ugh, accurate to manageable rning objectives,	-	

Lampo	Foundations in Personal Finance	Ramsey	2014	11-12		Recommended as a component program
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	School to Career - Student Workbook	309-7				
					978-1-61960-	-
	School to Career - Instructor's Edition	978-1-61960- 308-0	-			
	School to Career Bundle - Text + Onlin					
	Key Features: With School to Career, stu that will help create a foundation for indeper communicating on the job, and leadership a about careers using Career Clusters to defi the 16 clusters and lists jobs under the path students will assess their skills and abilities about college and other postsecondary pro	endence. Skills for s are also covered. St ine their future goal hways, appears at t to help make decis	uccess, such as team tudents will have an o s. A Career Clusters H he back of the text. As ions about a career th	work and proble pportunity to res Handbook, which s part of the lear hat is a good fit.	em solving, search and learn n describes each of ning process,	
	Willcox textbook website. Strengths: Funda Clean presentation. Chapter 18 included a student workbook is helpful with practice of information does not flow well, ie: job seeki available in text. Text is very long in compa incorrect, ie: "Case" for the Case Studies st	rong, matter-of-fact. ed. Accompanying nesses: Sequence of information is s were noted to be es on these pages				
	<b>Notes:</b> Career Clusters Handbook include 27 chapters. Instructor's Edition includes m				•	

	Glencoe Business and Personal	Kapoor et al	2012	9-12		Highly Recommended
Publisher	Title of Material     Author     Copyright     Grade     ISBN       Level     Level					Correlation
	Foundations in Personal Finance Student Text       9781936948123					
						-
	Foundations in Personal Finance DVD	Set			9781936948130	-
	Foundations in Personal Finance Teac	her's Guide			9781936948147	
	organized. Like all the activities and great technology is used. It is full of extremely important and relevant info. Videos are engaging. Love guided notes in the workbook. Weaknesses: It may be cost prohibitive to purchase workbooks every year for every class/student. It would be very helpful to add an index to find information and put page numbers on web resources. Add global economic price to fully meet standards and incorporate cultural diversity. Need to add information about careers related to finance. <b>Key Features:</b> Dave Ramsey, Rachel Cruze, and other experts teach through engaging video segments Chapters include topics like saving, budgeting, investing, going to college debt free, the history of personal finance, careers and taxes, and giving. We've included more than 100 classroom activities to encourage practice and keep students engaged A brand new 600+ page digital Teacher's Guide and a 272-page print Teacher's Guide, plus a computerized test bank, are now included Students have access to a new blended learning site with calculators, tools and resources					

<ul> <li>Notes: Strengths: Book is very detailed, project oriented, good integration with ICS, online and tech could be used by multiple disciplines and courses, good integration of career information, reading gu Out of date software, high level reading- might be difficult for struggling readers.</li> <li>Key Features: Glencoe's <i>Business and Personal Finance</i> is a comprehensive, rigorous course foundation for financial literacy and reinforces core academic and economic curriculum standard print and online.</li> <li>Features a new economics unit to meet NBEA Economics standards as well as the and Nat Economics Education</li> <li>Includes correlations to NBEA Personal Finance standards</li> <li>Academic skills practice is integrated throughout</li> <li>Research-based reading strategies are integrated throughout to help students improve their comprehension skills</li> <li>College and Career Readiness features help students prepare for life after high school.</li> <li>Math features in every chapter present problem scenarios, examples, formulas, and solution what they learned to a follow-up problem structured around the same concept. A math apper reinforce and build basic math skills.</li> <li>High interest features engage students and help them to enhance their understanding of ke include: Document Detective, Careers That Count, and Around the World, Economics and Ne Cents.</li> <li>Chapter and Unit Projects are designed to support the Perkins Act mandates for rigor, relev relationships.</li> <li>Each section ends with a 1-page section review and each chapter ends with a 4-page chap include various types of activities designed to help students review and recall key concepts about real-life financial scenarios.</li> </ul>	ide. Weaknesses: that provides a solid ls.Available both in tional Standards for r reading ms. Students apply endix helps students y concepts. These You, and Common ance, and ter review. These and think critically
<ul> <li>PDF resources available on the Online Learning Center include rubrics, graphic organizers, readiness worksheets, economics activities, case studies, answer keys, visual summaries, a games.</li> </ul>	and interactive
Glencoe Business and Personal Finance 6yr Bundle SE + ConnectPlus	9780076633852
Glencoe Business and Personal Finance Student Edition	9780078945809
Glencoe Business and Personal Finance 6yr Bundle SE (class set of 25) + ConnectPlus, up to 25 users	9780076633869
Glencoe Business and Personal Finance 6yr Bundle SE (class set of 25) + ConnectPlus, up to 50 users	9780076633876

McGraw-Hill School Education LLC	Succeeding in the World of Work	Kimbrell	2013	9-12		Recommended as a comprehensive program
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Glencoe Business and Personal Finance Teacher Edition Glencoe Business and Personal Finance Examview				9780078958496	
					9780078958359	
	Glencoe Business and Personal Finan		9780076613939			
	Glencoe Business and Personal Finan	9780078958335				
	Glencoe Business and Personal Finan up to 100 users	ice 6yr Bundle SE (	class set of 25) + (	ConnectPlus,	9780076633883	

<ul> <li>Notes: Meets many, but not all, of the IOT standards. Pages of text have too much visual clutter with cartoon and photo integration, tabs, colors, and borders. Online functionality supports text and provides project-based learning for students. Text available online completely with search function. Strengths: Online access supports text with projects, activities, videos, etc. Many related and beneficial projects are introduced in the text Job interview information is detailed. Guide on page xvi explains procedures with project format. Reading Skills Handbook on page xxiv-xxvii is excellent. Hybrid text and online features are beneficial for modern student learning. Weaknesses: Military careers are not explored within the text. Career exploration is limited within the text, project online must be completed. Establishing short and long range goals is not present within the text. Networking, negotiating, and mentoring in careers are very limited within the text. Benefits, contact personnel, and hiring practices are very limited within the text. Multiple topics touched very briefly, not a lot of in-depth, critical thinking pieces outside of the encouraged projects. Some of the picture integration with the text is overwhelming, too much going on; cartoons present a more juvenile than professional approach (ie. depiction of dress of students on cover, etc.) No résumé example in text; could not locate on online access. No teacher search feature online outside of online textbook.</li> <li>Key Features: Succeeding in the World of Work is an innovative, project-based curriculum that combines print and online components in a unique blended platform that uses online projects, interactive activities, and other dynamic assets like videos to bring concepts to life. Students use McGraw-Hill Connect™ to interact with the content, apply what they have learned, and connect with each other and their instructors. The Teacher Edition of Succeeding in the World of Work provides a wealth of teaching suggestions and i</li></ul>					
teachers in reaching students of all levels of ability and backgrounds. There are suggestions for discussion starters, universal access activities, skills practice with leveled instruction, writing practice, and critical thinking.         SUCCEEDING IN THE WORLD OF WORK STUDENT EDITION       9780078959448					
SUCCEEDING IN THE WORLD OF WORK SE & SINGLE USER CONNECT PLUS 6YR SUBS PKG	9780076619078				
SUCCEEDING IN THE WORLD OF WORK SE & SINGLE USER CONNECT PLUS 1 YR PKG	9780076619122				
SUCCEEDING IN THE WORLD OF WORK CONNECT PLUS SINGLE USER 6 YEAR SUBSCRIPTION	9780076619245				

SUCCEEDING IN THE WORLD OF WORK CONNECT PLUS SINGLE USER 1 YEAR SUBSCRIPTION	9780076619238	
SUCCEEDING IN THE WORLD OF WORK CONNECT + UP TO 50 USERS/SCHOOL/YEAR 6 YEAR SUBS	9780076619252	
SUCCEEDING IN THE WORLD OF WORK CONNECT PLUS UP TO 50 USERS/SCHOOL/YEAR 1YR SUBS	9780076633111	
SUCCEEDING IN THE WORLD OF WORK CONNECT+ UP TO 100 USERS/SCHOOL/YR 6YR SUBSC	9780076619306	
SUCCEEDING IN THE WORLD OF WORK CONNECT PLUS UP TO 100 USERS/SCHOOL/YEAR 1YRSUB	9780076633128	
SUCCEEDING IN THE WORLD OF WORK CONNECT + UP TO 200 USERS/SCHOOL/YR 6YR SUBSC	9780076619214	
SUCCEEDING IN THE WORLD OF WORK CONNECT PLUS UP TO 200 USERS/SCHOOL/YEAR 1YRSUB	9780076633135	
SUCCEEDING IN THE WORLD OF WORK SE CLASS(25)&CONN+ UP TO 50USR/SCH/YR 6YR PKG	9780076619115	

	SUC IN THE WRLD OF WRK SE CL USR/SCH/YR 6YR SUB	S SET (25) & CONNE(	CT + UP TO 100	)	9780076619139	
	SUC IN THE WRLD OF WRK SE CLS SET (25) & CONNECT + UP TO 200 USR/SCH/YR 6YR SUB				9780076619146	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
McGraw-Hill School Education LLC	Career Companion	Contemporary	2012	12		Recommended as a resource/supplemental program
	Notes: Overall Notes: As per the publish Connects Workplace Skills series." Howe there is an online program, yet, no log-in i Companions can fit into any curriculum so resources to use to learn about many diffe assignments, and/or an accompanying te within them, but some of the specific stan to be updated frequently for changes in ca the careers available within the career fiel Weaknesses: Not a complete resource for Occupation growth outlook will be outdated key Features: Career Companions help clusters.McGraw-Hill Workforce's Career skill practice to help learners succeed in t resources to help learners explore and pr book is devoted to introducing the cluster essential workplace skills in cluster-specifi knowledge and skill proficiency offered by help them reach their career goals.	ever, no additional books information was provided chedule as a <u>supplementa</u> erent careers. However, xtbook in order to meet a dards are obviously not n areer outlooks. <b>Strengths</b> ld. Second half of book is or classroom purposes; n ed in 2018. Only a print for students explore and pre <b>Companions</b> series pro- he 21st century workforce epare for careers within of . The second part offers I fic situations. In today's co	were sent. Upon Additionally, the al resource for stu students would ne Il the standards. These are gro s: Consistent form building and appleeds supplementa ormat, no online ve pare for careers wi vides up-to-date c e. Each book in th one of the 16 care earners and jobse ompetitive and ever	internet investig publisher states dents. These bo eed worksheets, The information eat companion h atting. First half ying skills for ca al information ar ersion available within the 16 nati areer informatio e series provide er clusters. The ekers the oppor er-changing worl	ation, it appears a, " <i>Career</i> poks are wonderful other specific may be contained pooks, but may need of book is exploring areer field. hd/or text. per publisher. onal career n and contextualized is information and first part of each tunity to apply kplace, the industry	

CAREER COMPANION AGRICULTURE FOOD NATURAL RESOURCES	9780076610648	
CAREER COMPANION ARCHITECTURE & CONSTRUCTION	9780076610655	
CAREER COMPANION ARTS AUDIO VISUAL TECHNOLOGY & COMMUNICATIONS	9780076610662	
CAREER COMPANION BUSINESS MANAGEMENT ADMINISTRATION	9780076610679	
CAREER COMPANION EDUCATION & TRAINING	9780076610686	
CAREER COMPANION FINANCE	9780076610693	
CAREER COMPANION GOVERNMENT & PUBLIC ADMINISTRATION	9780076610709	
CAREER COMPANION HEALTH SCIENCE	9780076610716	
CAREER COMPANION HOSPITALITY & TOURISM	9780076610723	
CAREER COMPANION HUMAN SERVICES	9780076610730	
CAREER COMPANION INFORMATION TECHNOLOGY	9780076610747	
CAREER COMPANION LAW PUBLIC SAFETY CORRECTIONS & SECURITY	9780076610754	
CAREER COMPANION MANUFACTURING	9780076610761	
CAREER COMPANION MARKETING SALES & SERVICE	9780076610778	

CAREER COMPANION SCIENCE TECHNOLOGY ENGINEERING MATH	9780076610785	
CAREER COMPANION TRANSPORTATION DISTRIBUTION & LOGISTICS	9780076610792	
CAREER COMPANION AGRICULTURE FOOD NATURAL RESOURCES VALUE PACK	9780076627516	
CAREER COMPANION ARCHITECTURE & CONSTRUCTION VALUE PACK	9780076627523	
CAREER COMPANION ART AUDIO/VIDEO TECHNOLOGY COMMUNICATIONS VALUE PACK	9780076627530	
CAREER COMPANION BUSINESS MANAGEMENT & ADMINISTRATION VALUE PACK	9780076627547	
CAREER COMPANION EDUCATION & TRAINING VALUE PACK	9780076627554	
CAREER COMPANION FINANCE VALUE PACK	9780076627561	
CAREER COMPANION GOVERNMENT & PUBLIC ADMINISTRATION VALUE PACK	9780076627578	
CAREER COMPANION HEALTH SCIENCE VALUE PACK	9780076627585	
CAREER COMPANION HOSPITALITY & TOURISM VALUE PACK	9780076627592	
CAREER COMPANION HUMAN SERVICES VALUE PACK	9780076627608	
CAREER COMPANION INFORMATION TECHNOLOGY VALUE PACK	9780076627615	
CAREER COMPANION LAW PUBLIC SAFETY CORRECTIONS & SECURITY VALUE PACK	9780076627622	
CAREER COMPANION MARKETING SALES & SERVICE VALUE PACK	9780076627646	
CAREER COMPANION MANUFACTURING VALUE PACK	9780076627639	
CAREER COMPANION SCIENCE TECHNOLOGY ENGINEERING & MATH VALUE PACK	9780076627653	

	CAREER COMPANION TRANSPORT	ATION DISTRIB	UTION & LOGISTIC	S VALUE	9780076627660	
					9780076610938	
					9780076610921	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
McGraw-Hill School Education LLC	Health Care Science Technology	Booth	2013	10-12		Highly Recommended as a comprehensive program
	Notes: Geared well toward online or "flipped" classrooms. We noticed and confirm that an initial training session for instructors is en         Book definitely has a specific layout that is perhaps non-traditional. Strengths: 21st Century Comments, Common Core links. Weakness         resources were not accessible for review. Book layout is overwhelming at first glance because of the non-traditional format.         Key Features:         Features in each chapter include:         • Communication & Collaboration activities         • STEM Connection (Medical Math and Medical Science)         • Virtual Labs (online science concept practice)         • Preventive Care & Wellness; 21st Century Skills         • Safety; Online Explorations; Online Procedures (animated)         • Critical Thinking/Problem Solving questions         • Online activities assessment projects					
	HEALTH CARE SCIENCE TECHNOLO	9780078780929				
	HEALTH CARE SCIENCE TECHNOLOGY PRINT SE W/CONNECT PLUS 1 USER 6YR SUBSCRIPTION					
	HEALTH CARE SCIENCE TECHNOLOGY PRINT SE W/CONNECT PLUS 1 USER 1YR         SUBSCRIPTION    9780070					
	HEALTH CARE SCIENCE TECHNOLO	OGY CONNECT	PLUS SINGLE USE	R 6YRSUB	9780076604173	

McGraw-Hill School Education LLC	Exploring Careers	Kelly-Plate	2013	6-7, 9-12		Recommended as a comprehensive program 9-12 Individualized Occupational Training		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
	HEALTH CARE SCIENCE TECHNOLOGY TEACHER RESOURCE GUIDE				9780076614080			
	HEALTH CARE SCIENCE TECHNOLOGY CONNECT PLUS UP T0 200 USERS/SCH00L/YEAR 6YRSUBSC				9780076607938			
	HEALTH CARE SCIENCE TECHNOLOGY CONNECT PLUS UP TO 100 USERS/SCHOOL/YEAR 6 YR SUB				9780076604197			
	CONNECT + HEALTH CARE SCI TECHNOLOGY UP TO 50 USERS/SCHOOL/YEAR 6 YR SUBSCR				9780076604180			
	HEALTH CARE SCIENCE TECHNOL SUBSCRIPTION	OGY CONNECT PLU	JS SINGLE USE	R 1 YEAR	9780076604166			

g r iii tt c r t t r y y y y y r r r r c c r r r r c c r r t t r r r t t r r t t t t	Notes: Publisher recommended for 6-8 grade level; consensus agreed appropriate age level. Produce-12 grade Individualized Occupational Training; not recommended for this program nor grade level. ecommended for 6-8 grade Family Consumer Sciences - Life and Career Exploration. Strengths: Finteractive on the web-based curriculum. Students can create personalized avatars and explore diffe the United States while exploring career cluster areas. Classes can be added by instructor and assign be added to them. Students gain points for activities and assessments that can be utilized in Avatorovide real-world look at occupations. Weaknesses: No exit button on program once running. Need to utilize program; when attempted on iPad, it is an unsupported program. Points were accrued durin barticipants were unable to keep points to utilize in the avatar store (possibly due to type of access?) when online in student e-text; index is high level topics, no way to quickly access videos and other corrovided must be viewed sequentially (even if you have completed a section prior, you cannot skip to you return).  Key Features: <i>Exploring Careers</i> , the targeted option for 6-8 students, is an all new, completely onli different cities to explore each of the 16 career clusters. Dynamic and interactive, <i>Exploring Careers</i> develops self-awareness, workplace skills, and knowledge about career options through project-based the career explorations includes portfolio building projects, culminating with the creation of an individ olan that students can use to choose their career path. This new edition gives middle school students the opportunity to explore various career areas and in realities involved in today's rapidly changing workplace. The text emphasizes the foundation skills ar competencies necessary for workplace success. The fourth edition has been updated to include all "Department of Education career clusters.	and for 6-7 Exploratory and Family Consumer Science	
E	EXPLORING CAREERS TEACHER ACCESS 1 YEAR SUBSCRIPTION	9780076644490	
E	EXPLORING CAREERS TEACHER ACCESS 6 YEAR SUBSCRIPTION	9780076644506	
	EXPLORING CAREERS ONLINE STUDENT EDITION SINGLE 6 YEAR SUBSCRIPTION	9780078909061	
E	EXPLORING CAREERS ONLINE STUDENT EDITION 1 YEAR SUBSCRIPTION	9780078909054	
	EXPLORING CAREERS ONLINE STUDENT EDITION UP TO 50 USERS/SCH/YR 6 YR SUBSCRIPTION	9780076611232	
	EXPLORING CAREERS ONLINE STUDENT EDITION UP TO 50 USERS/SCH/YR 1YR SUBSCRIPTION	9780076633623	

	EXPLORING CAREERS ONLINE STU YEAR SUBSCRIPTION	JDENT EDITION L	JP TO 100 USERS	/SCH/YR 6	9780076614004	
	EXPLORING CAREERS ONLINE STU 1YR SUBSCRIPTION	JDENT EDITION U	JP TO 100 USERS	/SCH/YR	9780076633630	
	EXPLORING CAREERS ONLINE STUDENT EDITION UP TO 200 USERS/YR/SCH 6 YEAR SUBSCRIPTION					
	EXPLORING CAREERS ONLINE STU 1YR SUBSCRIPTION	9780076633647				
Publisher	Level					Correlation
McGraw-Hill School Education LLC	McGraw-Hill's Pre-Engineering Essentials	Glencoe	2012	6-8		Highly Recommended as a comprehensive program
	Notes:       Highly recommended as a book for Pre-Engineering Class with emphasis on future enginee for combined Pre-Engineering and Tech classes. They publish another book for that type of class. Ju high school level, does not meet all standards. Inadequate in addressing non engineering technology Key Features:         McGraw-Hill Pre-Engineering Essentials is a comprehensive middle school/early high based learning program that uses Web 2.0 capabilities to teach basic principles of Engineering. Foct Engineering Design Process, the program explores the design world through hands-on collaborative Our program features several online resources for teachers, including a teacher annotated edition, ar PowerPoint slides, EZ Test, lesson plans, and chapter-specific professional development videos that based learning. Pre-Engineering is a comprehensive teaching and learning package. The material is available in print and online. Either the print student edition or the e-book is required online applications to teach the course.         MCGRAW-HILL'S PRE-ENGINEERING ESSENTIALS PRINT SE W/CONNECT PLUS 1 USER 6YR SUBSCRIPTION					
	MCGRAW-HILL'S PRE-ENGINEERIN RESOURCES 6YR				9780076626182	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Pearson Education, Inc., publishing as	Life Skills for the 21 <sup>st</sup> Century	Weixel, et al	2015	9-12		Recommended as a comprehensive program
Prentice Hall	Notes:       Strengths:       excellent Appendix for career/finance section, writing is focus for common Core strategies integrated in text bleed through paper, printing defects four provided for on line teacher resources; plusection; pictures depict kids younger than marriage or parenthood" sections- replace curriculum.         Key Features:         •       Presents 21 <sup>st</sup> Century Skills (crit the five critical areas of responsitions on the five critical areas of responsitions of the five critical areas of the five c	student workbook; FC0 t. Weaknesses: low qu id, small print; surveys i ig ins needed to use or target audience; teen li e with relationships and tical thinking, problem s ble living: ing style that speaks to how life skills are interco aches students the value jies for teachers. racy skills throughout th designed to meet state nily, Career and Commu	CLA, leadership and vality images, paper in student workbook hline student materia iving textbooks sho move marriage/par olving, productivity, lependent. e of staying in scho he text. Family and Consun unity Leaders of Am	d technology use r rips easily, thin are low level th als; low in depth uld not include " enthood section etc.) and how th ol, highlights dro ner Sciences sta erica) activities	ed throughout text, paper, images inking; no access foods and nutrition considering is to Adult Living hey are used within opout risk factors, andards. and projects.	
	Life Skills for the 21st Century, Revise	ed 1/e SE			9781269638869	-
	Life Skills for the 21st Century, F	evised 1/e,Online	Teacher Resour	rces	9781269747288	
	Life Skills for the 21st Century, Revise	ed 1/e, Student Work	book		9781269639736	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
Pearson Education, Inc., publishing as Prentice Hall	Personal Financial Literacy	Madura, et al	2014	9-12		Recommended as a resource/supplemental program		
	<b>Notes:</b> Appropriate for an extended resound Math integration. Lacks sufficient breadth <b>Key Features:</b>			es well within na	nrow focus area.			
	<ul> <li>Up-to-date Thoroughly revised to health care legislation, the "Great Fully correlated to all relevant to by JumpStart and National Busin</li> <li>Common Core Mathematics, reat features.</li> <li>Real-World Situations Personal grab the attention of today's stude</li> <li>Assessment A rich array of feature chance to employ critical thinking</li> </ul>							
	Personal Financial Literacy, 2/e Stude year access)	nt Edition w/ MyFinL	itLab w/ Pearson	eText (6-	9780132116602	02		
	Personal Financial Literacy, 2/e, Anno	-						
	Personal Financial Literacy, 2/e, Instru	-						
	Personal Financial Literacy, 2/e, Stude	ent Workbook			9780132167567			
	Personal Financial Literacy, 2/e, Math	Workbook			9780132167574			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
Pearson Education, Inc., publishing as Prentice Hall	The Nursing Assistant	Pulliam	2012	9-12		Recommended as a comprehensive program		

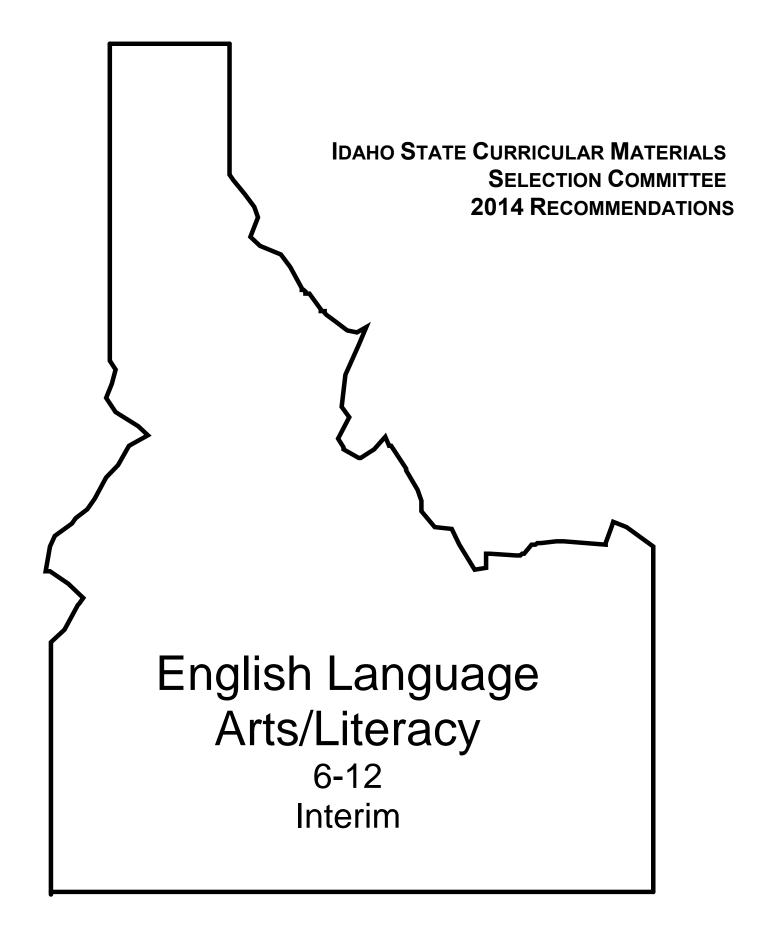
Pearson Education, Inc., publishing as Prentice Hall	Health Science Fundamentals	Badasch, et al	2011	9-12		Recommended as a comprehensive program			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation			
	The Nursing Assistant, Student Work	book			9780132623353				
	The Nursing Assistant, Instructor Res	9780132623377							
	The Nursing Assistant, Instructor Resource Manual       9780					-			
	The Nursing Assistant 5/e, Student E	dition w/ eText (6-year	access)		9781256629641	1			
	The program includes four sets of certification-style multiple-choice questions (one in the Student Edition; one in the Student Activity Guide; and two on the Companion Website or Student CD-ROM) to help students prepare for the certification exam.								
	• The Companion Website (www.myhealt as case studies, web links, study tips, and PowerPoint presentations.	onal resources such nage bank and							
	The new edition is fully updated for the r to reflect other relevant federal laws, inclu	fection control, and							
	The Student Edition includes on-page gl questions, and more.	ures, multiple-choice							
	use. Strengths: Like pictures- especially immediately following reading material. H	• The Student Edition includes on-page glossary terms, charting examples, rationales for all procedures,							

Pearson Education, Inc., publishing as Prentice Hall	Introduction to Automotive Service	Halderman,et al	2013	9-12		Recommended as a resource/supplemental program
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Health Science Fundamentals, Revised	1/e, Test Bank with	TestGen		9780558826444	]
	Health Science Fundamentals, Revised		9780558827526	1		
	Health Science Fundamentals, Revised	1/e, Lab Activity Tea	acher's Manual		9780558849764	
	Health Science Fundamentals, Revised	1/e, Lab Activity Mai	nual		9780558781613	
	Health Science Fundamentals, Revised	9780558781590	-			
	Health Science Fundamentals, Revised	9780558781606				
	Health Science Fundamentals, Revised	]				
	<ul> <li>each lesson.</li> <li>Reinforces math, science, and lange</li> <li>Emphasizes employability skills and</li> <li>Prepares students for the challenge</li> <li>Includes a Student CD-ROM with er</li> </ul>	l professionalism. s of life in today's fast-	paced work envir	ronment.		
	<ul> <li>Promotes better understanding of ca disorders.</li> <li>Provides more student activities that each leasen</li> </ul>					
	<b>Notes:</b> Cost is of some concern due to the a chapter 19 in regard to the profession of Athl Strengths: Very thorough. Teacher wrap-aro for some students. <b>Key Features:</b>	A.org. for more info.				

Pearson Education, Inc., publishing as Prentice Hall	Carpentry Level 1	NCCER	2014	9-12		Recommended as a component program		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
	Introduction to Autmotive Service, Ir	nstructor's Resource	CD-ROM		9780132549875			
	Introduction to Automotive Service,	9780132549912						
	Introduction to Automotive Service, Study Guide 978013					-		
	Introduction to Automotive Service,	9781256935353						
	Introduction to Automotive Service, Teacher's Wraparound Edition 97							
	Introduction to Automotive Service,	9780133391367						
	The Student Edition is designed to fulfill the requirements of the ASE general service technician certification or any basic automotive introductory course. It covers shop safety, use of service information, automotive careers, use of power tools, hand tools and shop equipment, automotive electronics and electricity, engine performance, brakes, steering and suspension, manual drive train, automatic drive train, and air conditioning. This lavishly illustrated textbook also includes excellent coverage of hybrids, alternative fuels, and emission controls.							
	<b>Notes:</b> Very basic. Intro level only. This <b>Key Features:</b> <i>Introduction to Automotive Service</i> has leducation. This book serves to lay a four throughout their education. It provides a services, and maintenance procedures							

Publisher Pearson	Carpentry Level 1 Student Edition Carpentry Level 1, Instructors Reso Carpentry Level 1, Student Edition Carpentry Level 1, NCCER 5 Pack Title of Material Masonry Level 1	& NCCER access ca	rd bundle Copyright	Grade Level	9780133403800 9780133404012 9780133409406 9780133454079 ISBN	Correlation Recommended as a
	Carpentry Level 1, Instructors Reso Carpentry Level 1, Student Edition	& NCCER access ca	rd bundle		9780133404012 9780133409406	
	Carpentry Level 1, Instructors Reso		rd bundle		9780133404012	
		ource Access Card				-
	Carpentry Level 1 Student Edition				9700133403000	
		9780133403800	-			
	talks about that it needs to happen, very Key Features: Carpentry Fundamentals Level 1, Tra Curriculum which is a prerequisite for Li Module contents includes: Orientation Introduction to Construction Drawings, Framing; Basic Stair Layout; Introduction illustrations & photos, step-by-step instr scenarios to help students apply theory share the advice of successful carpente completed in order for students to get N	y basic. ainee Guide, hardcove evel 1 completion). to the Trade; Building N Specifications, and Lay on to Building Envelope ructions, Inside Track T v to real-world experience ers. <u>Note:</u> Core Curricul	<b>r, 4/E; 225 Hours</b> (in laterials, Fasteners & but; Floor Systems; V Systems.Trainee Gu ricks of the Trade from res, Case Histories, a um is an integral part	Adhesives; Ha Adhesives; Ha Vall Systems; C ide features inc m master carpe and Profiles in S of all Level 1 m	urs of Core and & Power Tools; eiling Joist and Roof lude full color nters, Think About It uccess boxes which	
	appendixes. Section & Contents well do maintenance. Framing well covered, ex Table of contents is not complete. Emp Safety in general is specific. Intro book practical or examples. Concrete reinford barriers very basic. Interior walls & finis	one. Weaknesses: h may cover this info. Concrete forms- no sulation & vapor				

Notes: Strengths: Good information. Good illustrations, steps. Weaknesses: C Key Features: Masonry Level 1, Trainee Guide, hardcover, 3/E; 185 Hours (ir	•			
which is a prerequisite for Level 1 completion).				
Module contents includes: Introduction to Masonry; Masonry Safety; Masonry Tools & Equipment; Measurements,				
Drawings & Specifications; Mortar and Masonry Units & Installation Technique	25.			
Trainee Guide features include: illustrations & photos, full color insert, step-b	y-step instructions, Inside Track Tricks			
of the Trade from master carpenters, Think About It scenarios to help students	s apply theory to real-world			
experiences, Case Histories, and Profiles in Success boxes which share the adv	ice of successful masons.			
Note: Core Curriculum is an integral part of all Level 1 material and must be co	ompleted in order for students to get			
NCCER recognized credentials for Level 1 completion.				
Masonry Level 1, Student Edition	9780133754025			
Masonry Level 1, Instructors Resource Access Card	9780133403848			



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation				
Achieve 3000, Inc.	Teen Biz 3000	Achieve3000, Inc	2014	6-8		Recommended as a resource/supplemental program				
	<b>Notes:</b> Teacher component is difficult to teach many of the skills that were mention the kids the opportunity for more information of the standards. (Student) materials <b>Key Features:</b>									
	TeenBiz3000 <sup>®</sup> is a differentiated online I individualized Lexile <sup>®</sup> /reading level. Impo Standards to give students the content a and career. Powered Achieve3000's LevelSet <sup>™</sup> Lexi to the entire class, but tailors them accor make continual progress and improvement									
	TeenBiz3000 (75-125 Students; min	. 50 students per build	ling)							
	TeenBiz3000 (126-250 Students; mi									
	TeenBiz3000 (251-375 Students; mi									
	TeenBiz3000 (376-500 Students; mi									
	TeenBiz3000 (500+ Students; min. 5									
	TeenBiz3000 Teacher's Edition									

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation			
Achieve 3000, Inc.	EmpowerBiz 3000	Achieve3000, Inc	2014	9-12		Recommended as a resource/supplemental program			
	<b>Notes:</b> Strictly for literacy intervention/real and social studies. Despite (some) standaresources extensive and engaging. They <b>Key Features:</b>								
	Empower3000 <sup>®</sup> is a differentiated online individualized Lexile <sup>®</sup> /reading level. Impo Standards to give students the content ar and career. Powered Achieve3000's LevelSet™ Lexil to the entire class, but tailors them accord to make continual progress and improver								
	EmpowerBiz3000 (75-125 Students;	min. 50 students per	building)						
	EmpowerBiz3000 (126-250 Students	-							
	EmpowerBiz3000 (251-375 Students								
	EmpowerBiz3000 (376-500 Students	; min. 50 students pe	r building)						
	EmpowerBiz3000 (500+ Students; m								
	Empower3000 Teacher's Edition			Empower3000 Teacher's Edition					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Evergreen: A Guide to Writing with Readings	Fawcett	2014	11-12	9781285174839	Recommended as a resource/supplemental program
	<b>Notes:</b> This is a good supplemental resource the non-negotiables or Idaho core. Adequate and grammar. Readings at back of book are	e text for study and				-
	<ul> <li>Key Features:</li> <li>With carefully crafted instruction, engaging scontinues to provide the most effective para</li> <li>A new method for personal error traindividual errors. A removable error grammar and spelling chapter encore</li> <li>Five new, high-interest reading selemultitasking, Malcolm Gladwell on moving between two cultural world</li> <li>Thorough and engaging critical-thin called "Teamwork: Critical Thinking role of visual analysis in critical lited"</li> </ul>					
	Annotated Instructor's Edition				9781133946779	-
	Instructor's Resource Manual with Test	Bank			9781285416328	
	PowerLecture CD-ROM with ExamView	<sup>®</sup> Testing			9781285416366	-
	Student Answer Key				9781285417066	_
	Aplia Printed Access Card	9781285765679				
	CourseMate				9781285416984	-
	VitalSource eBook				9781285838366	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	The Hodges Harbrace Handbook	Glenn	2013	11-12	9781133435655	Recommended as a resource/supplemental program
	<ul> <li>Notes: This book would be a great supple</li> <li>Key Features: THE HODGES HARBRACE HANDBOOK situation. This understanding enables eve to write more effectivelyto choose the mo- when writing for an audience.</li> <li>This comprehensive text situates revising, and researcharound rh and supports their development of Chapters 17 have been revised studying the English language ar</li> <li>Chapter 35, "Online Writing," hell 42, "Writing in Business," include PowerPoint® presentations as w applications, and résumés.</li> </ul>					
	CourseMate <sup>™</sup> Premium Website with	eBook			9781133488057	-
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Perrine's Literature: Structure, Sound & Sense	Johnson	2015	9-12	9781285462349	Recommended as an AP literature and composition resource/supplemental program

Cengage	Perrine's Story and Structure	Arp/Johnson	2015	9-12	9781285052069	Recommended as an AP literature and
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Test Generator CD-ROM				9781285462387	-
	Teacher's Advanced Placement Guid	le			9781285462400	-
	Fast Track to 5 AP Test Preparation	Workbook			9781285462356	1
	<ul> <li>Olds, and Pulitzer Prize-winning dramatists Jane Martin and We</li> <li>Short stories new to the volume 2009 Pulitzer Prize winner Eliza Oates's "A Brutal Murder in a P Tell-Tale Heart") also appear fo</li> <li>This edition includes a "Contern boxed format in the table of cor and, for the first time, Pulitzer P Poets" section that includes Johnineteenth century, and Robert</li> </ul>	ndy Wasserstein. a include works by Bernar abeth Strout, author of a r ublic Place" and Edgar Al r the first time. uporary Collection" of five itents. They include Billy of rize-winning poet Natash an Donne from the Renais	porary poets Billy rd-winning poet Ma d Malamud, best-s iovel in stories (OL llan Poe's "The Ca poets, whose inclu Collins, Seamus H a Trethewey. The ssance, John Keats	Collins, Seamu ary Oliver are re- selling novelist B LIVE KITTERID usion in the anth leaney, Sharon twelfth edition a s (new) and Em	epresented, as are Elizabeth Berg, and GE). Joyce Carol do" (replacing "The hology is identified by a Olds, Linda Pastan, also has a "Featured	

	<ul> <li>Notes: When evaluating this text against st standards to be met (i.e. technology, writing reading and responding. The materials that Key Features:</li> <li>This concise, authoritative classic remains e the essential elements of fiction, along with</li> <li>There are 10 new stories, including section.</li> <li>Several contemporary stories have enabling a broader geographical sa</li> <li>This edition has classic stories by Evoice in African-American fiction, Jacademic, and Pulitzer Prize winne</li> <li>Other new stories include works by Gilman, Elizabeth Berg, Bernard M</li> </ul>	genres). This is p are provided are e essential and comp a diverse selection g one each by Jam e replaced older se ampling, and provi Edgar Allan Poe, F ames Baldwin, as er Elizabeth Strout. J James Baldwin, F	rimarily because the te excellent and will support pelling for today's read of important and eng les Joyce and Flanner lections, expanding th ding greater appeal to 5. Scott Fitzgerald, Cha well as recent stories 5. Scott Fitzgerald, An	extbook is focus ort the AP teach ers, providing a aging stories to y O'Connor in th e range of inclu a wider range of arlotte Perkins ( by writer Elizab ton Chekhov, C	ed on fiction- both her and classroom. complete overview of illustrate them. he Featured Writers ded readings, of today's students. Silman, and a major eth Berg and by writer,	program
	Instructor's Online Manual,				9781305087422	-
	Instructor's Companion Website				9781305090644	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Perrine's Sound & Sense, Student Edition, (High School AP* Edition	Arp	2014	9-12	9781133957577	Recommended as an AP literature and composition resource/supplemental program

LITERATURE: READING, REACTING, WRITING, Eighth Edition, remains the most useful and student-friendly introduction to literature ext valiable. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.            • This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the word in which it was created.            • A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.            • Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenes, involving students in the variety and diversity of literature through brief, accessible works.            • A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.            • A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.            Fast Track to a 5 AP* test-prep workbook             AP* Teacher's Resource Guide             Poetry in the 21st Century CD-ROM             Publisher             Publisher	Cengage Learning	Readings for Writers	McCuen	2013	9-12	9781133308478	Recommended as a comprehensive program for AP language and composition
introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.         • This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.         • A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.         • Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.         • A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.         • A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.         Fast Track to a 5 AP* test-prep workbook       9780495908760         AP* Teacher's Resource Guide       9781111836573         Instructor's Manual       9781111836559         ExamView Testing CD-ROM       9781133435891	Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.         • This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.         • A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.         • Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.         • A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.         • A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.         Fast Track to a 5 AP* test-prep workbook       9780495908760         AP* Teacher's Resource Guide       9781111836573         Instructor's Manual       9781111836559		Poetry in the 21st Century CD-ROM				9781413014174	-
introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.         • This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.         • A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.         • Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.         • A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.         • A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.         Fast Track to a 5 AP* test-prep workbook       9780495908760         AP* Teacher's Resource Guide       9781111836573		ExamView Testing CD-ROM				9781133435891	
introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.         • This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.         • A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.         • Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.         • A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.         • A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.         Fast Track to a 5 AP* test-prep workbook       9780495908760		Instructor's Manual				9781111836559	
<ul> <li>introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.</li> <li>This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.</li> <li>A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.</li> <li>Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.</li> <li>A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.</li> <li>A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.</li> </ul>		AP* Teacher's Resource Guide				9781111836573	
<ul> <li>introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.</li> <li>This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.</li> <li>A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.</li> <li>Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.</li> <li>A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.</li> <li>A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument,</li> </ul>		Fast Track to a 5 AP* test-prep work	book			9780495908760	
I I I EDA I I DE DEADING DEACHNG WOUNG Eighth Edition, romaine the meet useful and student triondly		<ul> <li>introduction to literature text available. The coverage of critical thinking, argument, a</li> <li>This comprehensive text features carefully chosen for its appeal to contextual material demystifies</li> <li>A new Chapter 11, "Fiction Sam from the literary canon.</li> <li>Updated sampler chapters in fice literary subgenres, involving stu</li> <li>A new, innovative visual glossar and concepts within poems.</li> <li>A new student paper, "The Liter</li> </ul>	the text includes a com and the writing process as the broadest selection of a range of instructors literature by helping st upler: Graphic Fiction," tion, poetry, and dram dents in the variety an appears throughout ary Merit of Video Gar	orehensive guide to v on of literature availa a and students, while udents understand th engages students wi a showcase represer d diversity of literatur Part 3, "Poetry," clari nes," in Chapter 5 illu	vriting about lite ble, with every s abundant critica e world in which th a broad rang ntative selection e through brief, fying and illumin ustrates an effect	rature with full story, poem, and play al, cultural, and n it was created. e of visual narratives s from four popular accessible works. nating unfamiliar terms stive literary argument,	

Cengage Learning	The River Reader, Student Edition, (High School Edition)	Trimmer	2014	9-12	9781285170602	Recommended as a comprehensive program for AP language and composition
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Comp21 for Argument CD-ROM				9781413015003	
	Classroom Practice Exercises Booklet				9781133435969	
	AP* Teacher's Resource Manual				9781133433866	
	Fast Track to a 5 AP* test-prep workbo	ok			9780495907381	
	<ul> <li>This edition features a streamlined</li> <li>Twelve new professional readings voices, and many new images help</li> <li>Two new issues for critical thinking critical thinking and debate through</li> <li>Updated coverage of MLA and AP, correctly apply the latest citation ge annotated student MLA research p</li> <li>A new "Pointer from a Pro" feature craft.</li> </ul>	and four new stude o students understa and debateself-in nout should jumpsta A documentation st uidelines when writi aper on copyright l	ent essays engage stu and the effects and us mage and online datil art vigorous debates t tyles in Part Four, "Sp ing in various disciplir aw and Google Book	udents with a ra ses of visual rhe ngas well as up hat stimulate wr pecial Writing Pr nes. This sectior Search.	nge of topics and toric. pdated issues for iting. ojects," helps students n also features a new	
	Notes: This would function well for a range complete program. Key Features: READINGS FOR WRITERS has been the p bestseller continues its tradition of providing offering a wide variety of appealing readings text offers something to spark excitement in	preeminent rhetorica comprehensive co s. With more than 1 any developing wr	al reader for the fresh overage of the writing 00 selections from a iter.	man compositic and research p broad range of t	on course. This rocess, while also topics and genres, this	

Cengage Learning	The Essay Connection, Student Edition	Bloom	2013	9-12	9780840030078	Recommended as a comprehensive program for AP language and composition
Publisher	Title of Material	Author	Copyright	Grade	ISBN	Correlation
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	<ul> <li>Key Features: THE RIVER READER, 11th Edition is a condescription, process and analysis, compare persuasion and argument. A final thematic</li> <li>A new casebook, "The Family," personal strategies enable a writer to invest strategies enable a writer to invest and insights. Each image is they see with what they read and An updated chapter on document update.</li> <li>From the simple to the more composition offer pro and con perspectives or An introductory section promotes essay, and Guidelines for Writing strategy help students think critical</li> </ul>	ison and contrast, di c unit illustrates all of resents variations or at the patterns prese stigate a theme from aphic essay, "Images s followed by a writin plan to write. ting sources includes plex, a range of reac n hot topics. active reading, with an Essay. Accompa	vision and classification these modes. In the theme of the farm ented in the seven rhe a variety of perspection of The Family," empty g assignment that end is a new student samp lings appears through Guidelines for Readir	on, definition, ca hily. The eight es torical chapters ves. hasizes the pow courages studer le that incorpora hout the text, wh ng an Essay, a s	ause and effect, and ssays and one short s, illustrate how such ver of images to evoke nts to connect what ates the 2009 MLA ille paired readings sample analysis of an	

	<ul> <li>Notes: No teacher's edition; however, the Key Features: THE ESSAY CONNECTION is a provocat writers. It stimulates critical thinking on eth write with an informed viewpoint. Essays r process analysis, comparison and contras genres.</li> <li>For every study question set, Blo Modes" (asks students to examin students to consider links betwee themes or literary techniques); ar context of the reading).</li> <li>The tenth edition contains 90 sele cartoons and graphic essays, op- The addition of many more visual</li> <li>Bloom provides streamlined yet of new "casebook" chapters on Ider</li> <li>Engaging visuals throughout the within the chapters.</li> </ul>	ive, timely collection of rh lical, social, and political i ange from the personal to t, and persuasionto pro om supplies new post-rea how selections incorpo on the piece they just read of "Second Look" (asks s ections: 22 are new, inclu- art pieces, and photos) a ls within individual selection comprehensive coverage ntity and World Peace.	netorically arrange issues, enabling s o the scientific an mpt students' inte ading writing pror orate multiple rhet d and one or more students to interpr uding additional mand two poems. ions are new to th of the writing and	ed essays by pro students to make id cover a variety erest in different mpts: "Journal W corical strategies) e others in the te ret visuals on the ew visual selection his edition. d revision proces	e connections and of modesnarration, disciplines and riting"; "Mixed y; "Dialogues" (asks ext that feature similar ir own and in the ons (a mix of ses, including two	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	R=Resource Correlation*
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Collections Grade 6 ©2015	Carl Jago, Klene Beers, Lydia Stack, Martha Hougen	2015	6		Highly Recommended as a comprehensive program

The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor-challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, gualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program. Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text. Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback CONSENT from their teacher and peers as they complete the project. The finished written products are stored in each student's **TAB 10 Page 77** digital **Portfolio**. The fyi website at hmhfyi.com is an ideal asset to address students' interest and knowledge as well as their love of

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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor-challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, gualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program. Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text. Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback CONSENT from their teacher and peers as they complete the project. The finished written products are stored in each student's **TAB 10 Page 88** digital **Portfolio**.

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Collections Grade 8 ©2015	Carl Jago, Klene Beers, Lydia Stack, Martha Hougen	2015	8		Recommended as a comprehensive program

The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor-challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, gualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program. Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text. Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback CONSENT from their teacher and peers as they complete the project. The finished written products are stored in each student's **TAB 10 Page 98** digital **Portfolio**. The fyi website at hmhfyi.com is an ideal asset to address students' interest and knowledge as well as their love of

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor-challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, gualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program. Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text. Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback CONSENT from their teacher and peers as they complete the project. The finished written products are stored in each student's **TAB 10 Page 109** digital **Portfolio**.

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Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Collections Grade 10 ©2015	Carl Jago, Klene Beers, Lydia Stack, Martha Hougen	2015	10		Highly Recommended as a comprehensive program

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Collections Grade 11 ©2015	Carl Jago, Klene Beers, Lydia Stack, Martha Hougen	2015	11		Highly Recommended as a comprehensive program

The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor-challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, gualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program. Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings. A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently. Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students' progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions. In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher's Edition. Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student's own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text. Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback CONSENT from their teacher and peers as they complete the project. The finished written products are stored in each student's **TAB 10 Page 129** digital **Portfolio**. The fyi website at hmhfyi.com is an ideal asset to address students' interest and knowledge as well as their love of

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Houghton Mifflin Harcourt Collections Integrated Online Edition Teacher Access 5- Year Grade 12	9780544088030	
Houghton Mifflin Harcourt Collections Common Core Assessment Teacher's Guide Grade 12	9780544147850	
Houghton Mifflin Harcourt Collections Digital Classroom Package 5-Year Digital for 75 students Grade 12 (Includes 75 Integrated Online Edition Student Access 5-Year Grade 12, 75 Student Edition and Close Reader eTextbook ePub 5-Year Grade 12, 75 Common Core Enrichment App Grades 11-12, 1 Integrated Online Edition Teacher Access 5-Year Grade 12)	9780544444195	
Houghton Mifflin Harcourt Collections Integrated Online Edition Student Access 5- Year Grade 12	9780544088436	
Houghton Mifflin Harcourt Collections Student Edition and Close Reader eTextbook ePub 5-Year Grade 12	9780544153677	
Houghton Mifflin Harcourt Collections Common Core Enrichment App Grades 11-12	9780544094130	
Houghton Mifflin Harcourt Collections Integrated Online Edition Teacher Access 5- Year Grade 12	9780544088030	

Houghton Mifflin Harcourt Collections Premium Student Resource Package 1-Year Print/5-Year Digital Grade 12 (Includes 1 Student Edition Grade 12, 1 Close Reader Print	
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Subscription 5-Year Grade 12, 1 Integrated Online Edition Student Access 5-Year Grade	
12, 1 Student Edition and Close Reader eTextbook ePub 5-Year Grade 12, 1 Common	
Core Assessment 5-Year Print Subscription Grade 12, 1 Common Core Enrichment App	44447000
Grades 11-12 each year for 5 years) 97805-	44447363
Houghton Mifflin Harcourt Collections Student Edition Grade 12         97805	44087712
Houghton Mifflin Harcourt Collections Close Reader Print Subscription 5-Year Grade	
	44167896
Houghton Mifflin Harcourt Collections Integrated Online Edition Student Access 5-	
Year Grade 12 97805	44088436
Houghton Mifflin Harcourt Collections Student Edition and Close Reader eTextbook	
ePub 5-Year Grade 12 97805	44153677
Houghton Mifflin Harcourt Collections Common Core Assessment 5-Year Print	
Subscription Grade 12     97805	44168107
Houghton Mifflin Harcourt Collections Common Core Enrichment App Grades 11-12 97805	44094130
Houghton Mifflin Harcourt Collections Hybrid Student Resource Package 1-Year Print/5-	
Year Digital Grade 12 (Includes 1 Student Edition Grade 12, 1 Close Reader Print	
Subscription 5-Year Grade 12, 1 Integrated Online Edition Student Access 5-Year Grade	
12, 1 Common Core Assessment Grade 12, 1 Common Core Enrichment App Grades	
11-12) 97805-	44447431
Houghton Mifflin Harcourt Collections Student Edition Grade 12         97805	44087712
Houghton Mifflin Harcourt Collections Close Reader Print Subscription 5-Year Grade	
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Houghton Mifflin Harcourt Collections Integrated Online Edition Student Access 5-	
Year Grade 12 97805	44088436

Houghton Mifflin Harcourt Collections Common Core Assessment Grade 12	9780544147638	
Houghton Mifflin Harcourt Collections Common Core Enrichment App Grades 11-12	9780544094130	
Houghton Mifflin Harcourt Collections Digital Student Resource Package 5-Year Grade		-
12 (Includes 1 Integrated Online Edition Student Access 5-Year Grade 12, 1 Student		
Edition and Close Reader eTextbook ePub 5-Year Grade 12, 1 Common Core Enrichment App Grades 11-12)	9780544453562	
Houghton Mifflin Harcourt Collections Integrated Online Edition Student Access 5-	0700544000400	-
Year Grade 12	9780544088436	
Houghton Mifflin Harcourt Collections Student Edition and Close Reader eTextbook ePub 5-Year Grade 12	9780544153677	
Houghton Mifflin Harcourt Collections Common Core Enrichment App Grades 11-12	9780544094130	
Houghton Mifflin Harcourt Collections Teacher Resource Package 5-Year Grade 12		
(Includes 1 Integrated Teacher Edition Grade 12, 1 Integrated Online Edition Teacher		
Access 5-Year Grade 12, 1 Common Core Assessment Teacher's Guide Grade 12, 1		
Common Core ELA Exemplar Teacher's Guide Grade 11-12)	9780544447509	
Houghton Mifflin Harcourt Collections Integrated Teacher Edition Grade 12	9780544087163	-
Houghton Mifflin Harcourt Collections Integrated Online Edition Teacher Access 5- Year Grade 12	9780544088030	
Houghton Mifflin Harcourt Collections Common Core Assessment Teacher's Guide Grade 12	9780544147850	
Houghton Mifflin Harcourt Collections Common Core ELA Exemplar Teacher's Guide Grade 11-12	9780544028111	

Houghton Mifflin Harcourt Collections Common Core Assessment Classroom Package 1- Year Grade 12 (Includes 30 Common Core Assessments Grade 12, 1 Common Core Assessment Teacher's Guide Grade 12, 30 Online Common Core Assessment Student Access 1-Year Grade 12, 1 Online Common Core Assessment Teacher's Guide 1-Year Grade 12)	9780544161412	
Houghton Mifflin Harcourt Collections Common Core Assessment Grade 12	9780544147638	
Houghton Mifflin Harcourt Collections Common Core Assessment Teacher's Guide Grade 12	9780544147850	
Houghton Mifflin Harcourt Collections Online Common Core Assessment Student Access 1-Year Grade 12	9780544091016	
Houghton Mifflin Harcourt Collections Online Common Core Assessment Teacher's Guide 1-Year Grade 12	9780544091733	
Houghton Mifflin Harcourt Collections Close Reader Classroom Package 1-Year Grade 12 (Includes 30 Close Readers Grade 12, 1 Close Reader Teacher's Guide Grade 12, 30		
Online Close Reader Student Access 1-Year Grade 12, 1 Online Close Reader Teacher Access 1-Year Grade 12)	9780544162310	
Houghton Mifflin Harcourt Collections Close Reader Grade 12	9780544088412	
Houghton Mifflin Harcourt Collections Close Reader Teacher's Guide Grade 12	9780544092112	
Houghton Mifflin Harcourt Collections Online Close Reader Student Access 1-Year Grade 12	9780544090569	
Houghton Mifflin Harcourt Collections Online Close Reader Teacher Access 1-Year Grade 12	9780544090279	

Houghton Mifflin Harcourt Collections Common Core Transition Classroom Package 1- Year Grade 12 (Includes 30 Close Readers Grade 12, 1 Close Reader Teacher's Guide Grade 12, 30 Online Close Reader Student Access 1-Year Grade 12, 1 Online Close Reader Teacher Access 1-Year Grade 12, 30 Common Core Assessments Grade 12, 1 Common Core Assessment Teacher's Guide Grade 12, 30 Online Common Core		
Assessment Student Access 1-Year Grade 12, 1 Online Common Core Assessment Teacher's Guide 1-Year Grade 12)	9780544162730	
Houghton Mifflin Harcourt Collections Close Reader Grade 12	9780544088412	
Houghton Mifflin Harcourt Collections Close Reader Teacher's Guide Grade 12	9780544092112	
Houghton Mifflin Harcourt Collections Online Close Reader Student Access 1-Year Grade 12	9780544090569	
Houghton Mifflin Harcourt Collections Online Close Reader Teacher Access 1-Year Grade 12	9780544090279	
Houghton Mifflin Harcourt Collections Common Core Assessment Grade 12	9780544147638	
Houghton Mifflin Harcourt Collections Common Core Assessment Teacher's Guide Grade 12	9780544147850	
Houghton Mifflin Harcourt Collections Online Common Core Assessment Student Access 1-Year Grade 12	9780544091016	
Houghton Mifflin Harcourt Collections Online Common Core Assessment Teacher's Guide 1-Year Grade 12	9780544091733	
Houghton Mifflin Harcourt Collections Online Common Core Assessment Student Access 5-Year Grade 12	9780544089334	
Houghton Mifflin Harcourt Collections Online Common Core Assessment Teacher's Guide 5-Year Grade 12	9780544089624	

Houghton Mifflin Harcourt Collections Online Close Reader Teacher Access 5-Year Grade 12	9780544098572
Houghton Mifflin Harcourt Collections Online Close Reader Student Access 5-Year Grade 12	9780544153608
Babbitt	9780553214864
Don Quixote	9780451531810
Emma	9780451530820
Fathers and Sons	9780486400730
Great Speeches of African Americans	9780486447612
House of Seven Gables	9780451531629
Man in the Iron Mask, The	9780451530134
Mayor of Casterbridge, The	9780451530929
Richard III	9780743482844
Taming of the Shrew, The	9780743477574

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
McGraw-Hill School Education LLC	StudySync	Study Sync	2015	6-12		Recommended as a resource/supplemental program
	Notes: 6 <sup>th</sup> grade Study Sync- as a supp and skills units are still missing for a larg well-organized.(Would like to see) a pare avery thorough and valuable material bu processes are consistent w/ the CCSS a standards.9 <sup>th</sup> - Units are not complete. Di aren't covered. Limited developed units. segments are interesting and useful. All 12 <sup>th</sup> - Not enough fully developed units. <b>Key Features:</b> An Extensive, Multimedia and nonfiction. Common Core Assignments and Assess Online Writing Platform with Peer Review amount of time students spend engaged Award-Winning Video Lessons with expli Weekly Writing Practice with StudySync while writing for a real-world audience. Flexible Instructional Models for scaffold	e part of the 6 <sup>th</sup> grade so ent component and more t it is incomplete.Many o nd create many opportu d not find any evidence 11 <sup>th</sup> - Does not address l ibrary items do not have Library of hundreds of ments with teacher-creat v that improves reading, with subject matter from cit instruction and engage Blasts that challenge stu	cope and sequence. e adaptations for EL f the units and text a nities for teachers a of language or writir anguage standards e lesson plans.Some Common Core and ted lessons, writing writing, and critical a all curricular areas ging models of acad udents to analyze to	7 <sup>th</sup> grade- Over L students. 8 <sup>th</sup> g are unavailable. nd students to e ng instruction. 1 . No full texts exe ELL lesson su Lexile®-leveled prompts, and a thinking skills a lemic discussion pics of current o	rall easy to use and grade- Overall this is The pedagogy and engage in the 0 <sup>th</sup> – Entire workds cplored, though pport w/templates. texts, both fiction ssessment tools. nd increases the n and collaboration.	
	StudySync 1 year Digital Subscription	on			9780076691838	
	StudySync 3 year Digital Subscriptio	n			9780076669042	
	StudySync 6 year Digital Subscriptio	n			9780076793341	-
	StudySync 1 year Teacher Subscript	ion			9780076669073	-
	StudySync 3 year Teacher subscript	ion			9780076669516	-
	StudySync 6 year Teacher Subscript	ion			9780076692088	

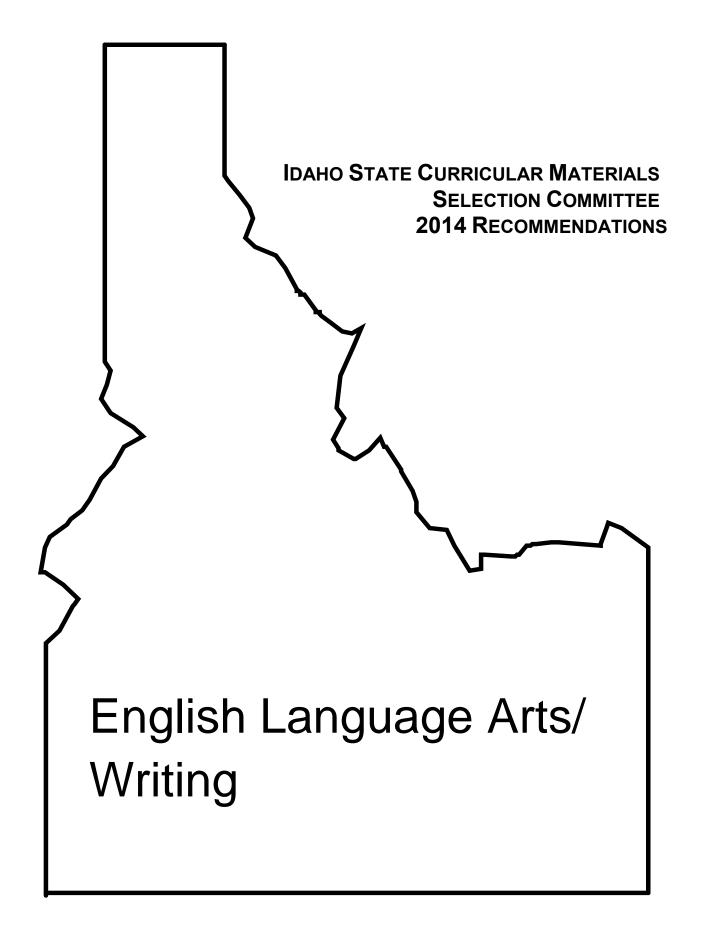
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Scholastic Inc.	Common Core Code X Course I	Scholastic	2014	6		Recommended as a comprehensive program
	Notes: Assessment Guide recommended Key Features: Common Core Code X is b Core State Standards. The program is des and to prepare students for the Next Gene Code X is a comprehensive English Langu in print and digital format: grade-specific S provide teachers and students with a full ye Core State Standards and prepares studer	uilt from the ground u igned to specifically a ration Assessments. age Arts curriculum th tudent Editions, Teach ear of instruction that hts for the Next Gener	ddress the key instr nat includes three m her's Editions, and A addresses the key in ration Assessments.	uctional shifts o ajor program co Assessment Gu nstructional shif	of the Common Core components available vides. These resources	
	Student Subscription) Common Core Code X Course I Hard	over Student Editio	n		9780545775854 9780545668736	-
	Course I Paperback Novel: I Thought I	My Soul Would Rise	e and Fly		9780439445733	-
	Course I Paperback Novel: Tuck Everl	asting			9780590988865	
	Common Core Code X Course I 6-Yr	. Web Student Sub	scription to Studer	nt Edition	9780545632119	-
	Common Core Code X Course I Softc	over Student Editio	n		9780545623513	-
	Common Core Code X Course I Print	Teacher's Edition			9780545623551	
	Common Core Code X Course I Print				9780545623599	]
	Common Core Code X Course I Class Set Subscriptions to Text;1 Free TE & Assessr				9780545789639	

	Common Core Code X Course I 1-Yr. V	Veb Student Subs	cription to Studer	nt Edition	9780545749527	
	Common Core Code X Course I 1-Yr. W	eb Teacher Subsc	ription to TE		9780545757713	
	Common Core Code X Course I 6-Yr. W	eb Teacher Subsc	ription to TE		9780545632126	
	Common Core Code X Course I Class Set (3 Subscriptions to Text;1 Free TE & Assessme				9780545789608	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Scholastic Inc.	Common Core Code X Course II	Scholastic	2014	7		Recommended as a comprehensive program
	do Key Features: Common Core Code X is buil Core State Standards. The program is design and to prepare students for the Next Generat Code X is a comprehensive English Languag in print and digital format: grade-specific Stud provide teachers and students with a full year Core State Standards and prepares students Common Core Code X Course I Student Student Subscription) Common Core Code X Course II Student Student Subscription) Common Core Code X Course II Hardov Course II Paperback Novel: Monster	ned to specifically ad tion Assessments. The Arts curriculum that dent Editions, Teach r of instruction that a for the Next General Materials (SC Teach t Materials (HC Teach t	dress the key instruction at includes three matrix er's Editions, and A ddresses the key in ation Assessments. kt, 2 pbk. novels, ext, 2 pbk. novels,	uctional shifts o ajor program co Assessment Gui nstructional shift 1-yr. Web	f the Common Core omponents available ides. These resources	

Scholastic Inc.	Common Core Code X Course III	Scholastic	2014	8		Recommended as a resource/supplemental program
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Common Core Code X Course II Class Set Subscriptions to Text;1 Free TE & Assessm	•			9780545789615	
	Common Core Code X Course II 6-Yr.	Web Teacher Sub	scription to TE		9780545632157	
	Common Core Code X Course II 1-Yr.	Web Teacher Sub	scription to TE		9780545757720	-
	Common Core Code X Course II 1-Yr.	Web Student Subs	cription to Studen	t Edition	9780545749534	-
	Common Core Code X Course II Class Set Subscriptions to Text;1 Free TE & Assessm	• • •			9780545789646	
	Common Core Code X Course II Print	Assessment Guide			9780545623605	-
	Common Core Code X Course II Print	Teacher's Edition			9780545623568	
	Common Core Code X Course II Softc	over Student Editio	n		9780545623520	
	Common Core Code X Course II 6-Yr.	Web Student Subs	cription to Studen	t Edition	9780545632140	-
	Course II Paperback Novel: Inkheart				9780439709101	

<b>Notes:</b> Recommended as a resource. <b>Key Features:</b> Common Core Code X is built from the ground up to teach, pro- Core State Standards. The program is designed to specifically address the key and to prepare students for the Next Generation Assessments.	
<i>Code X</i> is a comprehensive English Language Arts curriculum that includes the in print and digital format: grade-specific <i>Student Editions</i> , <i>Teacher's Editions</i> , provide teachers and students with a full year of instruction that addresses the Core State Standards and prepares students for the Next Generation Assess	, and Assessment Guides. These resources e key instructional shifts of the Common
Common Core Code X Course III Student Materials (HC Text, 2 pbk. r Student Subscription)	novels,1-yr. Web 9780545775878
Common Core Code X Course III Hardover Student Edition	9780545668729
Course III Paperback Novel: Endangered	9780545496841
Course III Paperback Novel: Make Lemonade	9780590481410
Common Core Code X Course III 6-Yr. Web Student Subscription to S	SE 9780545632195
Common Core Code X Course III Softcover Student Edition	9780545623537
Common Core Code X Course III Print Teacher's Edition	9780545623575
Common Core Code X Course III Print Assessment Guide	9780545623612
Common Core Code X Course III Class Set (30 HC Texts, 60 pbk. novels, 30 Subscriptions to Text;1 Free TE & Assessment Gd., 6-Yr. Web Teacher Subs	
Common Core Code X Course III 1-Yr. Web Student Subscription to S	SE 9780545749541
Common Core Code X Course III 1-Yr. Web Teacher Subscription to	TE 9780545757737
Common Core Code X Course III 6-Yr. Web Teacher Subscription to	TE 9780545632201

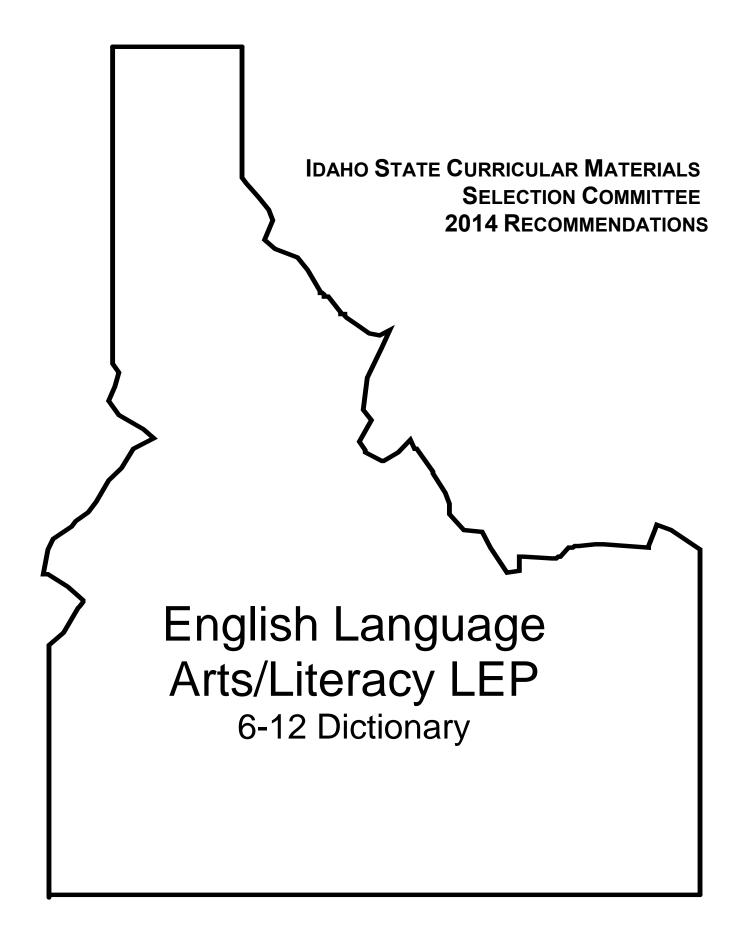
Common Core Code X Course III Class Set (30 SC Texts, 60 pbk. novels, 30 6-Yr. Web Student Subscriptions to Text;1 Free TE & Assessment Gd., 6-Yr. Web Teacher Subscription,Webinar.)	9780545789622
Common Core Code X Course III Student Materials (SC Text, 2 pbk. novels,1-yr. Web Student Subscription)	9780545625517



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Zaner-Bloser, Inc.	Strategies for Writers 2015	Sipe, Coiro, Humphreys , Kajder, Overmeyter, Miller	2015	6		Recommended as a comprehensive program
	<b>Notes:</b> No ebook or practice book ment <b>Key Features:</b> <i>Strategies for Writers "Ne</i> Language CCSS and prepares students assessments.					
	<ul> <li>Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient and effective 21<sup>st</sup> century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to:         <ul> <li>Thoughtfully communicate and support opinions (opinion or argument writing)</li> <li>Efficiently examine complex ideas (informative/explanatory writing)</li> <li>Thoroughly convey experiences and events, both real and imagined (narrative writing)</li> </ul> </li> <li>The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to</li> </ul>					
	meet student needs. Easy-to-use technology Strategies for Writers 2015: Grade (		courage student e	ngagement in w	riting and grammar. 9781453112243	-
	Strategies for Writers 2015: Grade	-				
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Zaner-Bloser, Inc.	Strategies for Writers 2015	Sipe, Coiro, Humphreys , Kajder, Overmeyter, Miller	2015	7		Recommended as a writing component program

	Notes: No ebook or practice book mer Key Features: Strategies for Writers "A Language CCSS and prepares students assessments.Strategies for Writers is a flexible writing effective 21st century writers, ready for using the six traits of writing at every state • Thoughtfully communicate and • Efficiently examine complex id • Thoroughly convey experienceThe blend of integrated print and online meet student needs. Easy-to-use technStrategies for Writers 2015: Grade	Vext General Assessment is to successfully apply write g and grammar solution the next generation assessme ep of the writing process to d support opinions (opinior leas (informative/explanato es and events, both real ar e resources allows teacher hology tools and games er	" Edition meets 10 ting skills on perfor at prepares all stud nts, college and ca or or argument writin ory writing) nd imagined (narra s to customize less	0% of the Writin mance-based n dents to be conf areer. Students ng) tive writing) sons and differe	ident, proficient and learn strategies for	
	Strategies for Writers 2015: Grade	7, Teacher Edition			9781453112328	-
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Zaner-Bloser, Inc.	Strategies for Writers 2015	Sipe, Coiro, Humphreys , Kajder, Overmeyter, Miller	2015	8		Recommended as a writing component program

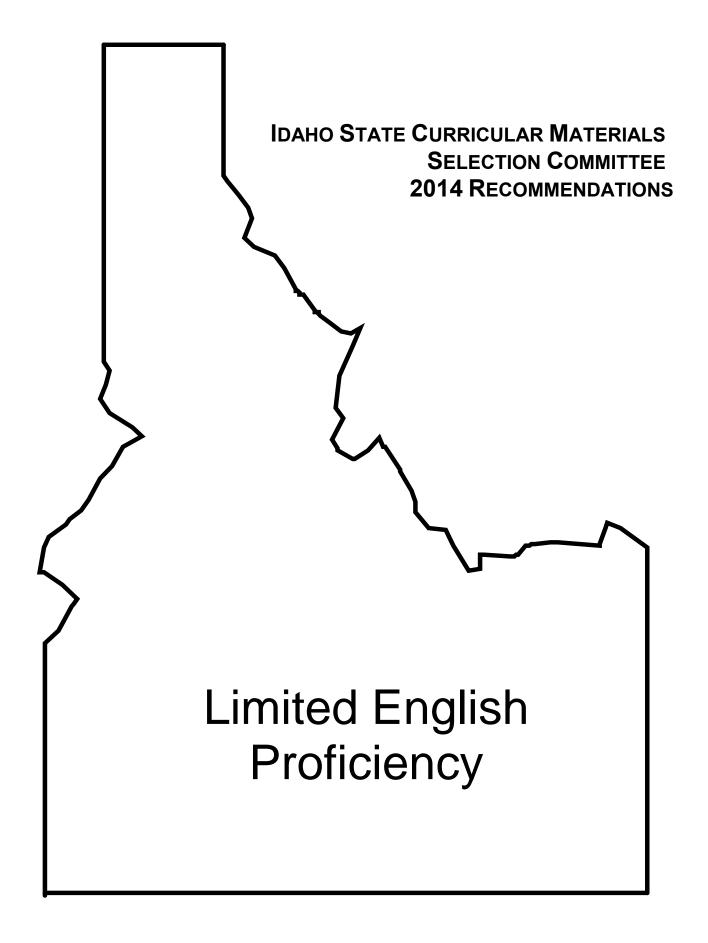
<b>Notes:</b> No ebook or practice book mentioned. Writing rubrics with each writing u <b>Key Features:</b> <i>Strategies for Writers "Next General Assessment</i> " Edition meets Language CCSS and prepares students to successfully apply writing skills on per assessments.	100% of the Writing and writing-based
<ul> <li>Strategies for Writers is a flexible writing and grammar solution that prepares all effective 21<sup>st</sup> century writers, ready for next generation assessments, college and using the six traits of writing at every step of the writing process to:         <ul> <li>Thoughtfully communicate and support opinions (opinion or argument w</li> <li>Efficiently examine complex ideas (informative/explanatory writing)</li> <li>Thoroughly convey experiences and events, both real and imagined (na</li> </ul> </li> <li>The blend of integrated print and online resources allows teachers to customize meet student needs. Easy-to-use technology tools and games encourage stude</li> </ul>	d career. Students learn strategies for rriting) arrative writing) lessons and differentiate instruction to
Strategies for Writers 2015: Grade 8 , Student Edition	9781453112267
Strategies for Writers 2015: Grade 8 , Teacher Edition	9781453112335



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
Cengage Learning	THE HEINLE PICTURE DICTIONARY	Heinle	2014	6-12	9781133563105	Recommended as a resource/supplemental program		
	<ul> <li>Notes: Words are by category ie: school words ELL general use. Not really a dictionary per strent way features: Extensively revised and update context through vibrant images within thematic to teach everyday and content-area vocabula</li> <li>"Words in Context" shows how the late "Word Partnerships" helps students</li> <li>"Words in Action" provides practice of the teacher.</li> <li>The Lesson Planner, with 342 fully of teacher.</li> <li>The Activity Bank CD-ROM, included customized for individual and classred.</li> <li>The Audio CDs allow students to improve yords and "Words in Context.</li> <li>Beginning and Intermediate Workboolistening, and grammar practice.</li> </ul>							
	THE HEINLE PICTURE DICTIONARY, Lesso Presentation Tool CD-ROM	n Planner with Ac	tivity Bank and C	lassroom	9781133563167			
	THE HEINLE PICTURE DICTIONARY, Asses	sment CD-ROM v	vith ExamView		9781133563204	-		
	THE HEINLE PICTURE DICTIONARY, Audio CD		9781133563075	-				
	THE HEINLE PICTURE DICTIONARY, Englis	sh/Spanish Editior	1		9781133563136			
	THE HEINLE PICTURE DICTIONARY, Begin	ining Workbook w	vith Audio CD		9781133563174	4		
	THE HEINLE PICTURE DICTIONARY. Intern	mediate Workboo	k with Audio CD		9781133563181	-		
	THE HEINLE PICTURE DICTIONARY, Intera	active Student CD	-ROM		9781133563228			
	THE HEINLE PICTURE DICTIONARY, Text/	Beginning Workb	ook Package		9781285984650			

Beginning Workbook with Audio CD	9781133563174	
The Heinle Picture Dictionary, Student Edition	9781133563105	
THE HEINLE PICTURE DICTIONARY, Text/Intermediate Workbook Package	9781285984681	
Intermediate Workbook with Audio CD	9781133563181	
The Heinle Picture Dictionary, Student Edition	9781133563105	
THE HEINLE PICTURE DICTIONARY, Text/Audio CDs Package	9781285984636	
Audio CD	9781133563075	
The Heinle Picture Dictionary, Student Edition	9781133563105	
THE HEINLE PICTURE DICTIONARY, Text/Interactive CD-ROM Package	9781285984674	
Interactive Student CD-ROM	9781133563228	
The Heinle Picture Dictionary, Student Edition	9781133563105	
THE HEINLE PICTURE DICTIONARY, Text/Beginning Workbook/Interactive CD-ROM		
Package	9781285984667	
Interactive Student CD-ROM	9781133563228	
Beginning Workbook with Audio CD	9781133563174	
The Heinle Picture Dictionary, Student Edition	9781133563105	
THE HEINLE PICTURE DICTIONARY, Text/Intermediate Workbook/Interactive CD-ROM		
Package	9781285984698	
Intermediate Workbook with Audio CD	9781133563181	

Interactive Student CD-ROM	9781133563228	
The Heinle Picture Dictionary, Student Edition	9781133563105	



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Inside	Short	2014	6-8		Recommended as a comprehensive LEP program
	Notes: We highly recommend for levels 2-5 Key Features: Inside is an intensive reading students achieve success on the Common C using either a digital or print pathway. Inside is structured around five levels: Funda The fundamental levels incorporate the basic more in depth coverage of literacy and langu appropriate texts: instructional, complex, and throughout the program. Students are engag National Geographic articles, narrative nonfit and classics. The program also features Cor Selections in Inside are divided into manage callouts support comprehension for all stude evidence help to focus the reader. Selection reading comprehension while increasing rea Complex Text Libraries provide students with Multi-level strategies are provided throughou features, comprehension skills and vocabula for individual students allow teachers to mak Inside features a full array of assessments in throughout the school year monitor progress eAssessment platform enables teachers to a teaching prescriptions. The program also giv of student performance. Placement tests me program level placement. During and after in timely information to target instruction, meas prescriptions, if necessary. Finally, Summat Measures provide information on mid- and e Program contains additional materials for diff	amentals Volume 1, cs of reading, langua age. At any level yo independent. A bal ed with paired select ction, expository text nmon Core exempla able chunks. Key vo nts. Frequent comp recordings and flue ding and language la multiple resources t instruction to help ry. Assessment too e accommodations accuding those to pre determine student diminister tests onlin es teachers and adr assure phonics and instruction, Quick Ch ure skills mastery, m ive Assessments, R	school students. The eographic content para Fundamentals Volur age, and writing, whe ur students will be e ance of informationa ctions from a wide va ts, digital genres, arg ars as well as multicu- bocabulary is highligh rehension checks w ency models are prov- evels. Leveled Libra to access text at dif students at all levels ls to monitor progres and modifications at epare students for Co gains, and measure he and have immedia ministrators access to decoding ability, det ecks, Selection Test nonitor progress, and eading Lexile Gains at.	aired with multic me 2, Level A, L ereas Levels A, L exposed to three al texts and litera ariety of genres f guments, conten ultural characters ted. Labels, cap ith questions foo vided to aid stud aries, Content Lil ferent reading al s understand the ss and make ins point of use. ommon Core tes end of level pro ate access to res to graphic report ermine reading I ts, and Unit Test d inform teacher Tests, and Read	ultural literature evel B, and Level C. B, and C provide types of age ature are provided for including: mporary literature, s and authors. btions, graphics and cused on text ents in listening and braries, and nd language levels. content, text tructional decisions sting. Assessments gress. The sults and re- s and multiple views evel, and aid in as are provided for s on reteaching	All Levels and Libraries as one program
	INSIDE FUNDAMENTALS VOLUME 1 Student eBook (6-yr) + myNGconnect (6	j-yr)			9781285806563	-
	Student Book + eBook (6-yr)				9781285806600	

Student Book + myNGconnect (6-yr)	9781285806624	
Student Book with Theme Books Set A	9781285806648	
Student eBook (6-yr) + Theme Books Set A	9781285806662	
myNGconnect (6-yr) + Theme Books Set A	9781285953014	
Student Book + myNGconnect (6-yr) with Theme Books Set A	9781285953021	
Student Book + eBook (6-yr) with Theme Books Set A	9781285439426	
Student Book	9781285769264	
Student eBook, 6-year license	9781285775937	
myNGconnect, 6-year license	9780736259194	
Theme Books Single-Copy Set A		
1 copy each of 9 titles	9780736209526	
Good News	9780736209533	
I Make Pictures Move	9780736209540	
What Is It?	9780736209557	
A Year Without Rain	9780736209564	
More Than a Meal	9780736209571	
Families	9780736209588	
Explore!	9780736209595	
Friends Are Like That	9780736209618	

Let's Dance	9781285734712	
Practice Book	9781285439464	
Teacher's Edition with Language Models & Songs CDs and Selection & Fluency CD	9781285948409	
Teacher Support Pack		
Theme Books Set A CDs, Practice Book Blackline Masters, Practice Book Teacher's		
Annotated Edition, Folk Tales Single-Copy Set	9781285948416	
Teacher Support Pack with Inside Phonics		
Theme Books Set A CDs, Practice Book Blackline Masters, Practice Book Teacher's		
Annotated Edition, Folk Tales Single-Copy Set, and Inside Phonics Kit	9780736259309	
Theme Books Set A CDs (2 CDs)	9781285734668	
Practice Book Teacher's Annotated Edition	9781285767963	
Practice Book Blackline Masters		
	9780736259811	
Folk Tales Collection with CDs		
6 copies each of 16 titles and 4 CDs	9780736260558	
Folk Tales Collection Single-Copy Set		
1 copy each of 16 titles	9781285846750	
Complex Text Library Classroom Set		
6 copies each of 3 titles	9781285846705	
Complex Text Library Single-Copy Set		
3 titles	9780736261104	

	Inside Phonics Kit Phonics Decoding Transparencies, T Word Tiles, Word Builder CD-ROM, & Songs CDs	•			9780736260008	
	Inside Phonics Reading Practice Book Assessment Handbook			9781285734774		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	Inside	Short	2014	6-8		Recommended as a comprehensive LEP program All Levels and Libraries

Notes: We highly recommend for levels 2-5. It clearly addresses WIDA and CCSS.       as one program         Key Features: Inside is an lineavier reading program for middle school students. The program is built to help all students achieve success on the Common Core with National Geographic content paired with multicultural literature using either a digital or print pattway.       inside is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, Lavel B, and Level C. The fundamental levels incorporate the basics of reading, language, and writing, whereas at levels A, B, and C provide more in depit coverage of literazy and language. At any level your students will be exposed to three types of age appropriate texts: instructional, complex, and independent. A balance of informational lexes is no including. National Scope and writing, whereas a small scope is to including. National Scope and the program. Subdentia are engaged with paired selections from a wide variety of geness to including. National Scope and advisors. The program make levels is using and independent A balance of informational lexes in an advisors.         Selections in Inside are divided into manageable churks. Key vocabulary is highlighted. Labels, captions, graphics and alrevide merchings and fluency models are provided thoraghout instruction to help students at all levels understand the content, text features, oromprehension skills and vocabulary. Assessment tools to monitor progress, and male instructional decisions for individui, students and waterstrue and clevel programs. The eAssessments including those to propare students for Common Core testing. Assessments throughout the school year monitor progress, determine students for Common Core testing. Assessments throughout the school year monitor progress, determine students for Common Core testing. Assessments throughout the school year monitor progress, determine			
The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, B, and C provide more in depth coverage of literacy and language. At any level your students will be exposed to three types of age appropriate tests: instructional, complex, and independent. A balance of informational tests and literature are provided throughout the program. Students are engaged with paired selections from a wide variety of genres for including: National Geographic articles, narrative nonfiction, expository tests, digital genres, arguments, contemporary literature, and classics. The program also features Common Core exemplars as well as multicultural characters and authors.         Selections in <i>Inside</i> are divided into manageable churks. Key vocabulary is highlighted. Labels, captions, graphics and callouis support comprehension for all students. Frequent comprehension checks with questions focused on text evidences provided throughout instruction to help students and lalvages. Content Libraries, and Complex Text Libraries provide students with multiple resources to access text at different reading and language levels. Multi-level strategies are provided throughout instruction to help students at all levels understand the content, text features, comprehension shills and vocabulary. Assessments to and massures and make instructional decisions for individual students allow teachers to make accommodations and modifications at point of use. <i>Inside</i> features a full array of assessments including those to prepare students for Common Core testing. Assessments throughout the school year monitor progress, defensine erading ability, defermine reading and multiple views of students at all sevies to graphic reports and multiple views of students are provided for progress. The program also gives leachers to administrators access to implicit access to resuits and re-teaching prescriptions. The program also gives leache	students achieve success on the Common Core with National Geographic content paired with multicu		as one program
callouts support comprehension for all students. Frequent comprehension checks with questions focused on text evidence help to focus the reader. Selection recordings and fluency models are provided to aid students in listening and reading comprehension while increasing reading and language levels. Leveled Libraries, Content Libraries, and Complex Text Libraries provide students with multiple resources to access text at different reading and language levels. Multi-level strategies are provided throughout instruction to help students at all levels understand the content, text features, comprehension skills and vocabulary. Assessment tools to monitor progress and make instructional decisions for individual students allow teachers to make accommodations and modifications at point of use. <i>Inside</i> features a full array of assessments including those to prepare students for Common Core testing. Assessments throughout the school year monitor progress, determine student gains, and measure end of level progress. The eAssessment platform enables teachers and administrators access to graphic reports and multiple views of student performance. Placement tests measure phonics and dueloid gainslity, determine reading level, and aid in program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Tests are provided for timely information to target instruction, measure skills mastery, monitor progress, and inform teachers on reteaching prescriptions. If necessary. Finally, Summative Assessments, Reading Level Gains Tests, and Reading Fluency Measures provide information on mid- and end-year achievement. Program contains additional materials for different levels for both student and teacher INSIDE FUNDAMENTALS VOLUME 2 Student eBook (6-yr) + myNGconnect (6-yr) Student Book + eBook (6-yr) Student Book + myNGconnect (6-yr)	The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, E more in depth coverage of literacy and language. At any level your students will be exposed to three appropriate texts: instructional, complex, and independent. A balance of informational texts and litera throughout the program. Students are engaged with paired selections from a wide variety of genres for National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, contern	3, and C provide types of age ture are provided or including: iporary literature,	
throughout the school year monitor progress, determine student gains, and measure end of level progress. The eAssessment platform enables teachers to administre tests online and have immediate access to results and re-teaching prescriptions. The program also gives teachers and administrators access to graphic reports and multiple views of student performance. Placement tests measure phonics and decoding ability, determine reading level, and aid in program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Tests are provided for timely information to target instruction, measure skills mastery, monitor progress, and inform teachers on reteaching prescriptions, if necessary. Finally, Summative Assessments, Reading Lexile Gains Tests, and Reading Fluency Measures provide information on mid- and end-year achievement. Program contains additional materials for different levels for both student and teacher9781285806570INSIDE FUNDAMENTALS VOLUME 29781285806570Student eBook (6-yr) + myNGconnect (6-yr)9781285806594Student Book + eBook (6-yr)9781285806594	callouts support comprehension for all students. Frequent comprehension checks with questions foc evidence help to focus the reader. Selection recordings and fluency models are provided to aid stude reading comprehension while increasing reading and language levels. Leveled Libraries, Content Lib Complex Text Libraries provide students with multiple resources to access text at different reading ar Multi-level strategies are provided throughout instruction to help students at all levels understand the features, comprehension skills and vocabulary. Assessment tools to monitor progress and make inst	used on text ents in listening and praries, and nd language levels. content, text	
Student eBook (6-yr) + myNGconnect (6-yr)         9781285806570           Student Book + eBook (6-yr)         9781285806594           Student Book + myNGconnect (6-yr)         9781285806617	throughout the school year monitor progress, determine student gains, and measure end of level progression of eAssessment platform enables teachers to administer tests online and have immediate access to resprescriptions. The program also gives teachers and administrators access to graphic reports and multistudent performance. Placement tests measure phonics and decoding ability, determine reading level program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Tests timely information to target instruction, measure skills mastery, monitor progress, and inform teachers prescriptions, if necessary. Finally, Summative Assessments, Reading Lexile Gains Tests, and Read Measures provide information on mid- and end-year achievement.	gress. The sults and re-teaching tiple views of el, and aid in s are provided for s on reteaching	
Student Book + eBook (6-yr)         9781285806594           Student Book + myNGconnect (6-yr)         9781285806617	INSIDE FUNDAMENTALS VOLUME 2		
Student Book + myNGconnect (6-yr)     9781285806617	Student eBook (6-yr) + myNGconnect (6-yr)	9781285806570	
	Student Book + eBook (6-yr)	9781285806594	
Student Book with Theme Books Set B     9781285806631	Student Book + myNGconnect (6-yr)	9781285806617	
	Student Book with Theme Books Set B	9781285806631	

Student eBook (6-yr) + Theme Books Set B	9781285806655	
myNGconnect (6-yr) + Theme Books Set B	9781285806679	
Student Book + myNGconnect (6-yr) with Theme Books Set B	9781285953038	
Student Book + eBook (6-yr) with Theme Books Set B	9781285953045	
Student Book	9781285439440	
Student eBook, 6-year license	9781285769271	
muNIC connect. 6 year license		
myNGconnect, 6-year license	9781285775944	
Theme Books Single-Copy Set B		
1 copy each of 9 titles	9780736259200	
Power Out!	9780736209632	
Who Was Martin Luther King, Jr.?	9780736209625	
Rachel Carson	9780736209847	
The Children We Remember	9780736209649	
The Eagle and the Moon Gold	9780736209854	
Body Works	9780736209601	
All Across America	9780736209861	
Crops	9780736209878	
Sunny and Moonshine	9780736209885	

Practice Book	9781285734682
	0,01200,0,002
Teacher's Edition with Language Models & Songs CDs and Selection & Fluency CD	9781285439471
Teacher Support Pack	
Theme Books Set B CDs, Practice Book Blackline Masters, Practice Book Teacher's	
Annotated Edition, Folk Tales Single-Copy Set	9781285948423
Teacher Support Pack with Inside Phonics	
Theme Books Set B CDs, Practice Book Blackline Masters, Practice Book Teacher's	
Annotated Edition, Folk Tales Single-Copy Set, Inside Phonics Kit	9781285948430
Theme Books Set B CDs (2 CDs)	0700720250222
	9780736259323
Practice Book Teacher's Annotated Edition	9781285734590
	5701205751550
Practice Book Blackline Masters	
	9781285767987
Folk Tales Collection with CDs	
6 copies each of 16 titles and 4 CDs	9780736259811
Folk Tales Collection Single-Copy Set	
1 copy each of 16 titles	9780736260558
Complex Text Library Classroom Set	
6 copies each of 9 titles	9781285846767
Complex Text Library Single-Copy Set	
9 titles	9781285846712

Cengage Learning	Inside	Short	2014	6-8		Recommended as a comprehensive LEP program All Levels and Libraries
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Assessment Handbook				9781285734750	
	Inside Phonics Reading Practice Bo	ok			9780736260008	
	Phonics Decoding Transparencies, Word Tiles, Word Builder CD-ROM, & Songs CDs	•			9780736261104	
	Inside Phonics Kit					

students achieve success on the Common Core using either a digital or print pathway. <i>Inside</i> is structured around five levels: Fundament	gram for middle school students. The program is bui with National Geographic content paired with multicunt ntals Volume 1, Fundamentals Volume 2, Level A, Le	ultural literature evel B, and Level C.	as one program
more in depth coverage of literacy and language appropriate texts: instructional, complex, and ind throughout the program. Students are engaged National Geographic articles, narrative nonfictior	reading, language, and writing, whereas Levels A, E At any level your students will be exposed to three ependent. A balance of informational texts and literar with paired selections from a wide variety of genres for expository texts, digital genres, arguments, contem n Core exemplars as well as multicultural characters	types of age ture are provided or including: porary literature,	
callouts support comprehension for all students. evidence help to focus the reader. Selection rec reading comprehension while increasing reading Complex Text Libraries provide students with mu Multi-level strategies are provided throughout ins features, comprehension skills and vocabulary.	chunks. Key vocabulary is highlighted. Labels, cap Frequent comprehension checks with questions foc ordings and fluency models are provided to aid stude and language levels. Leveled Libraries, Content Lib litiple resources to access text at different reading an truction to help students at all levels understand the Assessment tools to monitor progress and make inst commodations and modifications at point of use.	used on text ents in listening and praries, and id language levels. content, text	
throughout the school year monitor progress, de eAssessment platform enables teachers to admi prescriptions. The program also gives teachers a student performance. Placement tests measure program level placement. During and after instru- timely information to target instruction, measure		gress. The ults and re-teaching tiple views of el, and aid in s are provided for s on reteaching	
INSIDE LEVEL A			
Reading & Language Student eBook (6-yr) a	nd Writing Student eBook (6-yr) +		
myNGconnect (6-yr)		9781285806808	
Reading & Language Student Book and Wri	ting Student Book + Reading & Language		
Student eBook (6-yr) and Writing Student e	Book (6-yr)	9781285806716	
Reading & Language Student Book and Wri	ting Student Book + myNGconnect (6-yr)	9781285806747	

Reading & Language Student Book and Writing Student Book	9781285806686
	5751265600060
Reading & Language Student Book	9781285437095
Writing Student Book	9781285437149
Reading & Language Student eBook (6-yr) and Writing Student eBook	(6-yr) 9781285806778
Reading & Language Student eBook, 6-year license	9781285769233
Writing Student eBook, 6-year license	9781285769288
myNGconnect, 6-year license	9781285741833
Practice Book	9781285438948
Writer's Workout	9781285439020
Comprehension Coach Classroom Set	
25 per student 12-month subscriptions to the Online Coach	9781285769318
Comprehension Coach Individual (per student) subscription, 12-mont	hs 9781285746371
Teacher's Edition Set (2 Volumes)	9781285806839
Teacher's Edition with Language and Fluency CDs, Volume 1	9781285437439
Teacher's Edition with Language and Fluency CDs, Volume 2	9781285437446
Teacher Support Pack	
Practice Book Blackline Masters, Practice Book Teacher's Annotated E	dition, Leveled
Library Single-Copy Set, Writer's Workout Blackline Masters, Writer's	Workout Teacher's
Annotated Edition, Selection & Close Readings CD Set	9781285948447

Teacher Support Pack with Leveled Library Classroom Set		
Practice Book Blackline Masters, Practice Book Teacher's Annotated Edition, Leveled		
Library Single-Copy Set, Writer's Workout Blackline Masters, Writer's Workout Teacher's		
Annotated Edition, Selection & Close Readings CD Set, and Leveled Library Classroom Set	9781285948454	
Practice Book Blackline Masters	9781285755069	
Practice Book Teacher's Annotated Edition	9781285438993	
Leveled Library Classroom Set		
6 copies each of 24 titles	9780736260152	
Leveled Library Single-Copy Set		
1 copy each of 24 titles	9780736260138	
Writer's Workout Blackline Masters	9781285755076	
Writer's Workout Teacher's Annotated Edition	9781285439051	
Selection & Close Readings CD Set		
	9781285745824	
Content Library Classroom Set		
6 copies each of 8 titles	9780736260169	
Content Library Single-Copy Set		
1 copy each of 8 titles	9780736260145	
Complex Text Library Classroom Set		
6 copies each of 8 titles	9781285846729	

Cengage Learning	Inside	Short	2014	6-8		Recommended as a comprehensive LEP program All Levels and Libraries as one program
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
	Assessment Handbook				9781285439242	
	Inside Phonics Reading Practice Bo	ok			9780736260008	
	Songs CDs, Reading Practice Book	Teacher's Annotated	Edition, and Teache	er's Edition	9780736261111	
	Phonics Decoding Transparencies, Word Tiles, Word Builder CD-ROM,	•				
	Inside Phonics with Teacher's Edition					-
	8 titles				9781285846675	
	Complex Text Library Single-Copy S	Set				

<b>Notes:</b> We highly recommend for levels 2-5. It clearly addresses WIDA and CCSS. <b>Key Features:</b> <i>Inside</i> is an intensive reading program for middle school students. The program is b students achieve success on the Common Core with National Geographic content paired with multi using either a digital or print pathway.		
<i>Inside</i> is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, more in depth coverage of literacy and language. At any level your students will be exposed to three appropriate texts: instructional, complex, and independent. A balance of informational texts and liter throughout the program. Students are engaged with paired selections from a wide variety of genres National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, conte and classics. The program also features Common Core exemplars as well as multicultural character	, B, and C provide e types of age rature are provided for including: emporary literature,	
Selections in <i>Inside</i> are divided into manageable chunks. Key vocabulary is highlighted. Labels, ca callouts support comprehension for all students. Frequent comprehension checks with questions for evidence help to focus the reader. Selection recordings and fluency models are provided to aid sture ading comprehension while increasing reading and language levels. Leveled Libraries, Content L Complex Text Libraries provide students with multiple resources to access text at different reading a Multi-level strategies are provided throughout instruction to help students at all levels understand th features, comprehension skills and vocabulary. Assessment tools to monitor progress and make in for individual students allow teachers to make accommodations and modifications at point of use.	ocused on text dents in listening and ibraries, and and language levels. e content, text	
Inside features a full array of assessments including those to prepare students for Common Core ter throughout the school year monitor progress, determine student gains, and measure end of level pre eAssessment platform enables teachers to administer tests online and have immediate access to re prescriptions. The program also gives teachers and administrators access to graphic reports and m student performance. Placement tests measure phonics and decoding ability, determine reading le program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Test timely information to target instruction, measure skills mastery, monitor progress, and inform teacher prescriptions, if necessary. Finally, Summative Assessments, Reading Lexile Gains Tests, and Rea Measures provide information on mid- and end-year achievement. Program contains additional materials for different levels for both student and teacher	ogress. The esults and re-teaching ultiple views of vel, and aid in sts are provided for ers on reteaching	
INSIDE LEVEL B		
Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr) +	9781285806815	
myNGconnect (6-yr)		
Reading & Language Student Book and Writing Student Book + Reading & Language	9781285806723	
Student eBook (6-yr) and Writing Student eBook (6-yr)		
Reading & Language Student Book and Writing Student Book + myNGconnect (6-yr)	9781285806754	

Reading & Language Student Book and Writing Student Book	9781285806693
Reading & Language Student Book	9781285437101
Writing Student Book	9781285437156
Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr)	9781285806785
Reading & Language Student eBook, 6-year license	9781285769240
Writing Student eBook, 6-year license	9781285769295
myNGconnect, 6-year license	9781285775449
Practice Book	9781285438955
Writer's Workout	9781285439037
Comprehension Coach Classroom Set	
25 per student 12-month subscriptions to the Comprehension Coach	9781285769318
Comprehension Coach Individual (per student) subscription, 12-months	9781285746371
Teacher's Edition Set	9781285806846
Teacher's Edition with Language and Fluency CDs, Volume 1	9781285437484
Teacher's Edition with Language and Fluency CDs, Volume 2	9781285437507
Teacher Support Pack	
Practice Book Blackline Masters, Practice Book Teacher's Annotated Edition, Leveled	
Library Single-Copy Set, Writer's Workout Blackline Masters, Writer's Workout Teacher's	
Annotated Edition, Selection & Close Readings CD Set	9781285948461

	Teacher Support Pack with Leveled Library Classroom Set		
	Practice Book Blackline Masters, Practice Book Teacher's Annotated Edition, Leveled		
	Library Single-Copy Set, Writer's Workout Blackline Masters, Writer's Workout Teacher's		
	Annotated Edition, Selection & Close Readings CD Set, Leveled Library Classroom Set	9781285948478	
-	Practice Book Blackline Masters	9781285762395	
-	Practice Book Teacher's Annotated Edition	9781285439006	
F	Leveled Library Classroom Set		
	6 copies each of 24 titles	9780736260336	
F	Leveled Library Single-Copy Set		
	1 copy each of 24 titles	9780736260312	
-	Writer's Workout Blackline Masters	9781285767994	
-	Writer's Workout Teacher's Annotated Edition	9781285439068	
-	Selection & Close Readings CD Set	9781285769042	
F	Content Library Classroom Set		
	6 copies each of 8 titles	9780736260343	
F	Content Library Single-Copy Set		
	1 copy each of 8 titles	9780736260329	
F	Complex Text Library Classroom Set		
	6 copies each of 8 titles	9781285846736	
-	Complex Text Library Single-Copy Set		
	8 titles	9781285846682	

Cengage Learning	Inside	Short	2014	6-8		Recommended as a comprehensive LEP program All Levels and Libraries
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
					9781285439266	
	Assessment Handbook					-
	Inside Phonics Reading Practice Bo	ok			9780736260008	
	Songs CDs, Reading Practice Book	Teacher's Annotated	Edition, and Teache	er's Edition	9780736261111	
	Phonics Decoding Transparencies, Teacher Scripts, Sound/Spelling Cards, Letter and Word Tiles, Word Builder CD-ROM, 6 Write-On/Wipe-Off Boards and pens, Sounds &					
	Inside Phonics with Teacher's Edition	ons				

Notes: We highly recommend for levels 2-5. It clearly addresses WIDA and CCSS. Key Features: <i>Inside</i> is an intensive reading program for middle school students. The program is bu students achieve success on the Common Core with National Geographic content paired with multic using either a digital or print pathway. <i>Inside</i> is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, L The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, more in depth coverage of literacy and language. At any level your students will be exposed to three appropriate texts: instructional, complex, and independent. A balance of informational texts and litera throughout the program. Students are engaged with paired selections from a wide variety of genres I National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, conten and classics. The program also features Common Core exemplars as well as multicultural characters. Selections in <i>Inside</i> are divided into manageable chunks. Key vocabulary is highlighted. Labels, cap callouts support comprehension for all students. Frequent comprehension checks with questions for evidence help to focus the reader. Selection recordings and fluency models are provided to aid stud reading comprehension skills and vocabulary. Assessment tools to monitor progress and make ins for individual students allow teachers to make accommodations and modifications at point of use. <i>Inside</i> features a full array of assessments including those to prepare students for Common Core tes throughout the school year monitor progress, determine student gains, and measure end of level pro eAssessment platform enables teachers to administrators access to graphic reports and muse its fuely information to target instruction, measure skills mastery, monitor progress, and inform teacher prescriptions. The program also gives teachers and administrators access to graphic reports and muse itmely inf	ultural literature evel B, and Level C. B, and C provide types of age ature are provided for including: nporary literature, s and authors. btions, graphics and cused on text ents in listening and braries, and nd language levels. content, text tructional decisions sting. Assessments gress. The sults and re-teaching litiple views of rel, and aid in ts are provided for s on reteaching	as one program
Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr) + myNGconnect (6-yr)	9781285806822	
Reading & Language Student Book and Writing Student Book + Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr)	9781285806730	

Reading & Language Student Book and Writing Student Book + myNGconnect (6-yr)	9781285806761	
Reading & Language Student Book and Writing Student Book	9781285806709	
Reading & Language Student Book	9781285437125	
Writing Student Book	9781285437163	
Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr)	9781285806792	
Reading & Language Student eBook, 6-year license	9781285769257	
Writing Student eBook, 6-year license	9781285769301	
myNGconnect, 6-year license	9781285775906	
Practice Book	9781285438979	
Writer's Workout	9781285439044	
Comprehension Coach Classroom Set		
25 per student 12-month subscriptions to the Comprehension Coach	9781285769318	
Comprehension Coach Individual (per student) subscription, 12-months	9781285746371	
Teacher's Edition Set	9781285806853	
Teacher's Edition with Language and Fluency CDs, Volume 1	9781285437514	
Teacher's Edition with Language and Fluency CDs, Volume 2	9781285437569	
Teacher Support Pack		
Practice Book Blackline Masters, Practice Book Teacher's Annotated Edition, Leveled Library Single-Copy Set, Writer's Workout Blackline Masters, Writer's Workout Teacher's		
Annotated Edition, Selection & Close Readings CD Set	9781285948485	

Teacher Support Pack with Leveled Library Classroom Set		
Practice Book Blackline Masters, Practice Book Teacher's Annotated Edition, Leveled		
Library Single-Copy Set, Writer's Workout Blackline Masters, Writer's Workout Teacher's		
Annotated Edition, Selection & Close Readings CD Set, Leveled Library Classroom Set	9781285948492	
Practice Book Blackline Masters	9781285767956	
Practice Book Teacher's Annotated Edition	9781285439013	
Leveled Library Classroom Set		
6 copies each of 24 titles	9780736260510	
Leveled Library Single-Copy Set		
1 copy each of 24 titles	9780736260497	
Writer's Workout Blackline Masters	9781285768007	
Writer's Workout Teacher's Annotated Edition	9781285439075	
Selection & Close Readings CD Set	9781285772806	
Content Library Classroom Set		
6 copies each of 8 titles	9780736260527	
Content Library Single-Copy Set		
1 copy each of 8 titles	9780736260503	
Complex Text Library Classroom Set		
6 copies each of 8 titles	9781285846743	
Complex Text Library Single-Copy Set		
8 titles	9781285846699	
	1	

Inside Phonics with Teacher's Editions		
Phonics Decoding Transparencies, Teacher Scripts, Sound/Spelling Cards, Letter and	1	
Word Tiles, Word Builder CD-ROM, 6 Write-On/Wipe-Off Boards and pens, Sounds &	&	
Songs CDs, Reading Practice Book Teacher's Annotated Edition, and Teacher's Edition	on 9780736261111	
Inside Phonics Reading Practice Book	9780736260008	
Assessment Handbook	9781285439273	
INSIDE PHONICS FOR LEVELS A-C		
Inside Phonics Kit		
Phonics Decoding Transparencies, Teacher Scripts, Sound/Spelling Cards, Letter and	1	
Word Tiles, Word Builder CD-ROM, 6 Write-On/Wipe-Off Boards and pens, Sounds &	& l	
Songs CDs	9780736261104	
Inside Phonics with Teacher's Editions		
Phonics Decoding Transparencies, Teacher Scripts, Sound/Spelling Cards, Letter and	1	
Word Tiles, Word Builder CD-ROM, 6 Write-On/Wipe-Off Boards and pens, Sounds &	&	
Songs CDs, Reading Practice Book Teacher's Annotated Edition, and Teacher's Edition	on 9780736261111	
Phonics Decoding Transparencies	9780736259705	
Teacher Scripts	9780736259712	
Sound/Spelling Cards	9780736259729	
Letter and Word Tiles	9780736212885	
Word Builder CD-ROM	9780736262200	
Write-On/Wipe-Off Boards (6 boards and pens)	9780736259736	
Sounds & Songs CD (2 CDs)	9780736256988	

Reading Practice Book Teacher's Annotated Edition	9780736259989	
Teacher's Guide	9780736259996	
Inside Phonics Reading Practice Book	9780736260008	
FOLK TALES COLLECTION		
Folk Tales Collection with CDs	9780736259811	
6 copies each of 16 titles and 4 CDs		
Folk Tales Collection CDs (4 CDs)	9780736259965	
Folk Tales Collection Single-Copy Set	9780736260558	
1 copy each of 16 titles		
I Am La Luna 6-pack	9780736227520	
The Secret Water 6-pack	9780736227537	
Can Turtle Fly? 6-pack	9780736227544	
Leave, Bees! 6-pack	9780736227551	
Mamo Is Trading Again 6-pack	9780736227568	
Who Needs Two Wings? 6-pack	9780736227575	
Plain, White Salt 6-pack	9780736227582	
Anansi Gives Wisdom to the World 6-pack	9780736227599	
Maria and the Baker's Bread 6-pack	9780736227605	
The Frog Who Stirred the Cream 6-pack	9780736227612	
1		

Juan Bobo Goes Up and Down the Hill 6-pack	9780736227636	
The Brother Who Gave Rice 6-pack	9780736227629	
Mouse-Deer Must Be Quick! 6-pack	9780736227643	
Bring Me Three Gifts! 6-pack	9780736227650	
Does a Candle Keep You Warm? 6-pack	9780736227667	
The Best Match 6-pack	9780736227674	
INSIDE LEVELED LIBRARIES FOR LEVEL A-C		
Level A Classroom Set		
6 copies each of 24 titles	9780736260152	
Level A Single-Copy Set	9780736260138	
Domitila 6-pack	9780736229654	
Novio Boy 6-pack	9780736233309	
Pearl Harbor Is Burning! 6-pack	9780736229494	
20,000 Leagues Under the Sea 6-pack	9780736229715	
Knights of the Round Table 6-pack	9780736229548	
The Dragon Prince 6-pack	9780736229647	
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	<ul> <li>Notes: Vocabulary highlighted in text que workshop. Science and social studies prequestions and skills are spiraled.</li> <li>Key Features: Edge is a leveled core reares and striving readers in grades 9-12. Edg National Geographic content and authem Students will be prepared for CCSS succematerials. Edge will provide many opport instructional selections. Texts include vis manageable reading chunks, text-depende words and idioms. Students will be export complexity which include short, high-qual support students in citing text evidence, as into the reading to help students make core and include writing to support text evident about literature. National Geographic's defined as complete resource that will engres experience. Teachers are also offered m into differentiated groups, monitor progres eAssessment which includes online tests additional materials for different levels for Student Edition + myNGconnect</li> </ul>	esent in the materials. ading/language arts pro- e will help Prepare all ic multicultural literatu ess and teachers and cunities to build langua uals to help students of dent questions, frequer sed to authentic literatu ity, high-interest texts and interactive versions onnections with multiple ce, writing traits with a igital platform, myNGc age all students and c ultiple assessment op ss, reteach, and show , reports and individua	Units build upon the ogram designed for r students for college a re. Teachers will be prov ge and literacy with r understand the text, I nt comprehension ch ure and informationa that merit reading an s of texts to support r e, short writing oppor rgumentative, expos onnect.com, will enh ompliment instruction portunities to determ success. A digital o lized reteaching pres	mselves. Very s mainstream stuc and career succ ve relevant and ided with syster robust instructio background buil ecks, and resta I texts written at d re-reading, pa note-taking. Wr rtunities and in- tiory and narrati ance instructior n and enhance ine reading leve ption is also pro	systematic. Essentail dents, ESL students, mess with dynamic motivating content. matic and focused n and accessible ding activities, tements of difficult grade-level aragraph numbers to iting is integrating depth writing projects ve tasks, and writing n and practice. Digital the learning els, place students vided for	

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<b>Notes:</b> The Reading and Writing Units do not correspond with the Listening	g, Speaking & Critical Thinking	
units. On their own, they are excellent supplemental materials. There is no	placement exam to place	
students in the right level.		
Key Features: Program contains different levels		
<ul> <li>Pathways is a new academic skills program from National Geographic Learning, with Listening and Speaking strands. Using powerful content, images, and video from Nat provides learners with the language and critical thinking skills needed to be successful innovative program provides learners with a pathway to academic success!</li> <li>Pathways: Reading, Writing, and Critical Thinking</li> <li>Clear connections between reading and writing skills help students master be Academic reading skills and strategies, embedded in the unit tasks, prepare of realistic academic texts.</li> <li>Step-by-step writing instruction with integrated grammar and vocabulary provariety of rhetorical forms.</li> <li>Consistent integrated critical thinking tasks develop learners' ability to evaluate, an from a wide range of sources.</li> </ul>	tional Geographic, <i>Pathways</i> ul in the academic classroom. This both skills naturally. e students to comprehend a variety bovides instruction and practice on a	
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Student Text/Audio CDs Pkg	9781133907817

Teacher's Guide	9781133317074	
Classroom Presentation Tool CD-ROM	9781133317272	
DVD	9781133317180	
Assessment CD-ROM ExamView®	9781133317265	
LEVEL 3		
Student Text	9781133317104	
eBook Student Text	9781285447360	
Online Workbook	9781133511694	
Student Text/Online Workbook Pkg.	9781133907749	
Audio CDs	9781133317357	
Student Text/Audio CDs Pkg	9781133907756	
Teacher's Guide	9781133317395	
Classroom Presentation Tool CD-ROM	9781133317364	
DVD	9781133317371	
Assessment CD-ROM ExamView®	9781133317388	
LEVEL 4		
Student Text	9781133316862	
eBook Student Text	9781285447377	
1		

Learning	AND CRITICAL THINKING	Fettig/Najafi	2014	6-12		Resource/Supplemental program
Publisher Cengage	Title of Material PATHWAYS: LISTENING, SPEAKING	Author	Copyright	Grade Level	ISBN	Correlation Recommended as a
	Assessment CD-ROM ExamView®				9781133317432	-
	Classroom Presentation Tool CD-ROM DVD				9781133317449	3317418 3317425
					9781133317425	
	Teacher's Guide	9781133317418				
	Student Text/Audio CDs Pkg	9781133907770				
	Audio CDs	9781133317401				
	Student Text/Online Workbook Pkg.	9781133907763	-			
	Online Workbook				9781133511700	

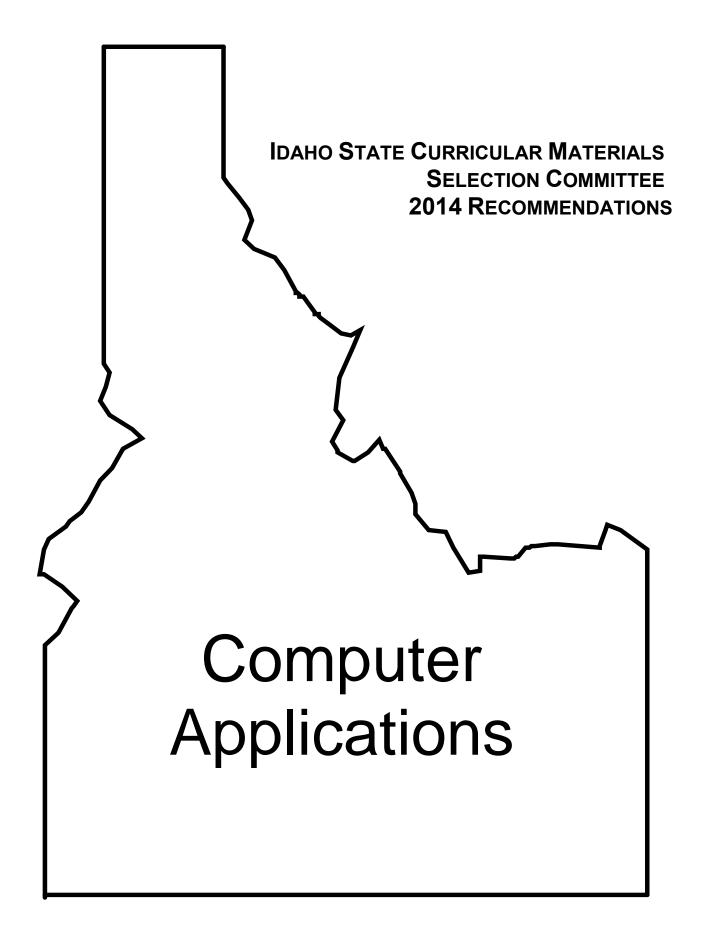
	Units do not correspond with the Listening, cellent supplemental materials. There is no p		
Key Features: Program contains diff	ferent levels		
Listening and Speaking strands. Usir provides learners with the language a innovative program provides learners • A clear pathway from forma informed listeners in lecture • Communication skills are ta classroom. • Presentation skills, including every unit, sharpening learn	rogram from National Geographic Learning, with s ng powerful content, images, and video from Natio and critical thinking skills needed to be successful s with a pathway to academic success! Il presentations to student-to-student interactions less and conversations. hught and practiced through realistic contexts design g organization, preparation, and delivery technique ners' ability to interact in different academic setting g tasks develop learners' ability to evaluate, analyz	onal Geographic, <i>Pathways</i> I in the academic classroom. This helps students become active, gned to model the academic es, are introduced and practiced in gs.	
Foundations			
Student Text		9781285176215	
eBook Student Text		9781285456614	
Online Workbook		9781285176727	
Student Text/Online Workboo	k Pkg.	9781285583563	
Audio CDs		9781285176246	
Student Text/Audio CDs Pkg		9781285573922	
Student Text/Audio CDs Pkg Teacher's Guide		9781285573922 9781285176277	
	CD-ROM		

Assessment CD-ROM ExamView®	9781285176734
LEVEL 1	
Student Text	9781111350369
eBook Student Text	9781285447445
Online Workbook	9781111350536
Student Text/Online Workbook Pkg.	9781133305712
Audio CDs	9781111350352
Student Text/Audio CDs Pkg	9781133305705
Teacher's Guide	9781111832285
Classroom Presentation Tool CD-ROM	9781111350406
DVD	9781111350444
Assessment CD-ROM ExamView <sup>®</sup>	9781111833183
LEVEL 2	
Student Text	9781111398637
eBook Student Text	9781285447452
Online Workbook	9781111350512
Student Text/Online Workbook Pkg.	9781133305699
Audio CDs	9781111398156

Student Text/Audio CDs Pkg	9781133305729	
Teacher's Guide	9781111398613	
Classroom Presentation Tool CD-ROM	9781111350338	
DVD	9781111350413	
Assessment CD-ROM ExamView®	9781111398620	
LEVEL 3		
Student Text	9781111398651	
eBook Student Text	9781285447469	
Online Workbook	9781111350529	
Student Text/Online Workbook Pkg.	9781133305750	
Audio CDs	9781111398644	
Student Text/Audio CDs Pkg	9781133305743	
Teacher's Guide	9781111830823	
Classroom Presentation Tool CD-ROM	9781111350376	
DVD	9781111350420	
Assessment CD-ROM ExamView <sup>®</sup>	9781111833190	
LEVEL 4		
Student Text	9781111347796	
	Teacher's Guide         Classroom Presentation Tool CD-ROM         DVD         Assessment CD-ROM ExamView®         LEVEL 3         Student Text         eBook Student Text         Online Workbook         Student Text/Online Workbook Pkg.         Audio CDs         Student Text/Audio CDs Pkg         Teacher's Guide         Classroom Presentation Tool CD-ROM         DVD         Assessment CD-ROM ExamView®         LEVEL 4	Teacher's Guide9781111398613Classroom Presentation Tool CD-ROM9781111350338DVD9781111350413Assessment CD-ROM ExamView®9781111398620LEVEL 31Student Text9781111398651eBook Student Text9781111398651eBook Student Text9781111350529Student Text/Online Workbook Pkg.9781111390654Audio CDs9781113305750Audio CDs9781113305743Teacher's Guide9781113305743Teacher's Guide9781111350376DVD9781111350376DVD9781111350420Assessment CD-ROM ExamView®9781111350420LEVEL 41

Scholastic Inc.	English 3D Course II	Kinsella	2014	9		Recommended as an intervention program Recommended as a resource/supplemental		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation		
	Assessment CD-ROM ExamView®	9781111347819						
	DVD				9781111350437			
	Classroom Presentation Tool CD-R	ROM			9781111350383	-		
	Teacher's Guide				9781111347895			
	Student Text/Audio CDs Pkg				9781133305767			
	Audio CDs				9781111347802	-		
	Student Text/Online Workbook Pk	9781133534259	-					
	Online Workbook	9781111350505	-					
	eBook Student Text	9781285447476						

	<ul> <li>Notes: The Scholastic 3D program is an excellent program to use with intermediate, early fluent, ar students. The program is strong in instructional routines including language frames and vocabulary specifically geared towards current issues. The curriculum, however, offers no electronic books and electronic resources.</li> <li>Key Features: Developed by Dr. Kate Kinsella, one of the nation's leading scholars on instruction a secondary English learners, English 3D is an English language development program designed to e the "language of school"—the academic vocabulary, speaking, listening, and writing vital to success</li> <li>English 3D Course II</li> <li>Engages students cognitively and linguistically in every lesson phase through structured, accour and consistent, interactive instructional routines.</li> <li>Teaches high-leverage, portable academic language, including vocabulary, syntax, and gramma apply in academic and social contexts.</li> <li>Engages students with authentic informational texts that present real-world issues relevant to term expectations.</li> <li>Equips students with the language, knowledge, and skills to tackle the informational reading and state and Common Core standards and assessments.</li> <li>Improves speaking and listening skills through daily opportunities for accountable class discuss collaboration, and group presentations.</li> <li>Makes regular connections between course work and the demands of college and the workplace</li> <li>Develops academic writing skills in summarizing, justification, argument, and research.</li> </ul>	strategies. It is very few kid friendly and achievement of nsure proficiency in in school and life. Intable responses ar that students can eens' lives. agement, and high d writing demands of ions, peer	program
	English 3D Course II Instructional Materials Pack (TG with DVD, CD, Webinar, teacher		
	copy of Issues Book and Language & Writing Portfolio)	9780545630696	
	English 3D Course II Language & Writing Portfolio (consumable)		
-	English 3D Course II Issues Book (hardcover)	9780545629737	
	English 3E Course II Teacher Edition	9780545629744	



Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Correlation
Cengage Learning	A+ GUIDE TO MANAGING AND MAINTAINING YOUR PC	Andrews	2014	9-12	9781133135081	Highly Recommended as a comprehensive program
	<ul> <li>Notes: This is a comprehensive program of Key Features: This step-by-step, highly vis computer hardware and software. A+ GUID CompTIAA+ Exam objectives to prepare yo</li> <li>Extensive updates to reflect the new students to prepare for success on</li> <li>Covers essential topics and technic component identification and instal features, printer types and comport operating systems, mobile devices</li> <li>Features coverage of new topics for wireless device connections, custor WiMAX connections, network topo prevent prohibited content or activity</li> </ul>					
	A+ GUIDE TO MANAGING AND MAINTA					
	A+ GUIDE TO MANAGING AND MAINTA					
Cengage Learning	ADOBE DREAMWEAVER CS6 REVEALED	Bishop	2013	9-12	9781133693208	Recommended as a component program

	<ul> <li>Notes: Adobe Dreamweaver CS6 Revealed would be a component of a broader computer class. It would be one of many softwares used to give the students strategies in the career class. An excellent software and text.</li> <li>Key Features: ADOBE DREAMWEAVER CS6 REVEALED combines vibrant, full-color illustrations and clear, step-by-step tutorials to help readers master the industry-standard web development software; coverage encompasses the current interface, new features, core functionality, cutting-edge trends, and fundamental design principles that will serve readers well throughout their careers.</li> <li>This comprehensive text covers all of the latest Adobe® Dreamweaver® CS6 tools—including new HTML5 layouts, multiscreen support, media queries, CSS3 standards, W3C validator support, and more.</li> <li>Throughout the text, tools and features new to CS6 are highlighted with a special icon, making it easy for readers familiar with previous releases to focus on content unique to the new version of the software. Similarly, Power User Shortcuts offer tips and techniques to encourage rapid learning and efficient use of the software.</li> <li>A highly visual, full-color design—including abundant screen shots and real-life examples of web development projects—makes it easier for readers to connect chapter content, tutorials, and exercises to hands-on software applications.</li> <li>Additional tools and content—including text, image, HTML5, Flash, and video files—are available online to help users apply what they learn by developing web content, including a complete website.</li> </ul>								
	ADOBE DREAMWEAVER CS6 REVEALED,	Instructor Compan	ion Website		9781133597346				
Cengage Learning	ADOBE DREAMWEAVER CS6: Complete	Hoisington/ Minnick	2013	9-12	9781133525943	Recommended as a resource/supplemental program			
	<ul> <li>Notes: Easy to follow step-by-step instruction technologies or programs. No on-line version Key Features: ADOBE DREAMWEAVER CS step, screen-by-screen approach to teaching been enhanced to reflect the learning styles of text to gain valuable and comprehensive softwork Internet applications.</li> <li>Engaging coverage of the latest HTM with a solid understanding of professe</li> <li>Design a mobile Web site using a W</li> <li>Integration of guidelines and standar</li> <li>Coverage of social networking within</li> </ul>	® proven step-by- of this text has the chapters in the sites and develop provide students ne desktop.							
	ADOBE DREAMWEAVER CS6: COMPLETE								
Cengage Learning	ADOBE DREAMWEAVER CS6: COMPREHENSIVE	Hoisington /Minnick	2013	9-12	9781133525936	Recommended as a resource/supplemental program			

	Notes: This book is geared towards helpin written to integrate other technologies and/         Key Features: ADOBE® DREAMWEAVE         step-by-step, screen-by-screen approach to         Web sites and develop Internet applications         • Engaging coverage of the latest H         with a solid understanding of profe         • Design a mobile Web site using a         • Integration of guidelines and stand         • Coverage of social networking with         ADOBE DREAMWEAVER CS6: COMPRE					
Cengage Learning	ADOBE FLASH CS6 REVEALED	Shuman	2013	9-12	9781133693215	Recommended as a component program
	<ul> <li>Notes: Adobe Flash CS6 would be a comp to give the students strategies in the career</li> <li>Key Features: ADOBE FLASH CS6 REVE software for developing interactive experier overview of Flash fundamentals, the book p effects, audio, video, and others, each accor</li> <li>Added Mobile Apps: A new chapte tablets) includes discussions on do a mobile device.</li> <li>New AIR Coverage: Updated cove applications to deploy on personal</li> <li>Meticulous Coverage: Leaving not all features new to Adobe Flash C</li> <li>ADOBE FLASH CS6 REVEALED, Instructor</li> </ul>					
<u></u>	ADOBE FLASH CS6 REVEALED, Vital Sou				9781285687193	December ded es s
Cengage Learning	ADOBE ILLUSTRATOR CS6: REVEALED	Botello	2013	9-12	9781133693192	Recommended as a component program

Cengage Learning	INTERACTIVE MEDIA DESIGN & DEVELOPMENT WITH ADOBE CS6	Bishop/ Hartman	2013	9-12	9781133693277	Recommended as a component program
	ADOBE ILLUSTRATOR CS6: REVEALED, In	structor Companio	1		9781133608103	
	ADOBE ILLUSTRATOR CS6: REVEALED, V	'ital Source			9781285414706	
	<ul> <li>Contains updated exercises and ext and dramatic upgrades for pattern n</li> <li>Includes four-color graphics that vivi</li> <li>Includes online source files for all ex when working through the application</li> <li>Your students are encouraged to but of which give them the opportunity to</li> </ul>	naking and automatic idly illustrate key featu kercises in the book a on. illd a portfolio by com	image tracing. ures and concepts nd gives your stud pleting the projects	ents visual step s at the end of e	-by-step guidance	
	<b>Key Features:</b> ADOBE ILLUSTRATOR CS6 Illustrator®. Beginning with fundamental conditional features, these step-by-step lessons offer your	8 REVEALED offers y cepts and progressing	ou comprehensive 1 to in-depth exploi	ration of the soft		
	<b>Notes:</b> Adobe Illustrator would be a compon used to give students strategies and skills. The strategies and skills.					

	Notes: Interactive Media Design would be an		nt of a broader a	computor close	t would be one of	
	many softwares used to give students skills a					
	Key Features: INTERACTIVE MEDIA DESIG					
	resource for today's generation of digital conte					
	development, and process implementation pu following a one-person workflow to create rich					
	Inclusive Approach: While focusing of the second seco					
	discusses lower-cost tools and open					
	complete perspective of possible des					
	Timeless Practices: A solid overview					
	copyright considerations presents pre	ocesses and concep	ots that remain e	ffective as softwa	are and applications	
	<ul> <li>continue to evolve.</li> <li>Enlightening Features: "How We Did</li> </ul>	l It" examples "It's Y	'our Turn" exerci	ises and "More t	o Explore"	
	suggestions deliver media basics in t					
	readings.				•	
	One-Person Workflow: The book's co					
	interactive media project help studen					
	from scratch. This real-world experie processes involved in any successfu		s-on, repeatable	skills while demo	onstrating the thought	
		i, complex project.				
					9781285687186	
	INTERACTIVE MEDIA DESIGN & DEVELOP	MENT WITH ADO	BE CS6, Vital So	ource		
0					0.0004.0004.0044	Deserves de deserves
Cengage Learning	ADOBE INDESIGN CS6 REVEALED,	Botello	2013	9-12	9781133815211	Recommended as a resource/supplemental
Leanning						program
						program
	Notes: Great resource for students learning	Adobe Indesign CS6	6, only, no other	technologies or p	programs.	
	Key Features: Graphic design professionals					
	standard for page layout software—and they'r depth exploration of the latest release, this hig					
	workspace and proceeding logically and intuit					
			·			
	<ul> <li>Includes extensive coverage of new the Alternate Lawrent utility (any adding)</li> </ul>			e PDF, the Conte	ent Collector Tool, and	
	<ul> <li>the Alternate Layout utility for workin</li> <li>Visually appealing with full-color grap</li> </ul>			h ekille		
	<ul> <li>Visually appealing with full-color grap</li> <li>Includes hands-on projects througho</li> </ul>				orld design context	
	<ul> <li>Online data files for all exercises in the</li> </ul>					
		<u> </u>		1 7 9 9 9 9	3	
	through the application.					
	<ul> <li>Provides your students with clear inst</li> </ul>	truction on how to w	vork in InDesign	using either Mac	or PC platforms.	

	ADOBE INDESIGN CS6 REVEALED, Instruc					
Cengage Learning	ADOBE PHOTOSHOP CS6 REVEALED	Reding	2013	9-12	9781133693222	Recommended as a component program
	<ul> <li>Notes: Adobe Photoshop would be a comport or give students strategies in the career class</li> <li>Key Features: Adobe Photoshop has long program.</li> <li>Covers all the latest Photoshop CS6 Patch tool, 3D Extrude, Blur lab, Prese</li> <li>All new features are highlighted thro</li> <li>Guides readers through the fundame exercises.</li> <li>Progresses from basic to advanced as they work their way through the b</li> <li>Emphasizes the how and why behin the software.</li> </ul>	An excellent softwar provided cutting edge vides a solid foundation tools—including the eview & Crop Box, Ch ughout the text with a entals of Photoshop ( Photoshop technique book.	re and text. technology for sop on for those lookin customizable UI, I aracter and Parag a new features icor CS6 with extensive as so that readers of	ohisticated digita g to learn this ir ayer filtering, th raph Styles, an n. e tutorials and so can build on the	al editing, and ndustry-standard e Content-Aware d Adobe Revel. ophisticated skills they acquire	
	ADOBE PHOTOSHOP CS6 REVEALED, Inst					
Cengage Learning	ADOBE PHOTOSHOP CS6: COMPREHENSIVE CONCEPTS AND TECHNIQUES	Starks/Fehl	2013	9-12	9781133525929	Recommended as a resource/supplemental program

	<ul> <li>Notes: Adobe Photoshop CS6 Comprehensis broader computer clss. It would be one of ma This is an excellent software and text, but not Key Features: Part of the highly successful COMPREHENSIVE follows the proven Shelly Photoshop CS6 software.</li> <li>All of the new CS6 features are cove Tool, the new Blur gallery and more!</li> <li>End of Chapter exercises provide a Keeps students visually engaged as new CS6 features.</li> <li>Superior reference materials make it text.</li> <li>A step-by-step, screen-by-screen ap used in their personal and profession</li> <li>ADOBE PHOTOSHOP CS6: COMPREHENS Resources</li> </ul>	ny softwares used to for integrating other Shelly Cashman seri- cashman step-by-st red, including the ne variety of reinforceme each chapter presen t easy for students to pproach allows studer nal lives.	give students stu technologies or p es, ADOBE® PH tep, screen-by-so w Content-Award ent opportunities ats a real-world, p quickly look up o nts to successfull	rategies and skil programs. IOTOSHOP® CS creen approach t e Patch and Mov to ensure studer photo scenario w or find additional ly learn and retai	Is in a career class. S6: to learning the ve, the new Crop nt retention. vith current topics and information in the		
Cengage Learning	Computer Concepts: Illustrated Introductory	Oja/Parsons	2013	9-12	9781133626169	Recommended as a resource/supplemental program	
	Notes:       Computer Concepts is a very basic book. It is written as a self-help; have a question; look it up and get an answer. Would make a good classroomhelp for teachers to go to first, before going to their IT department.         Key Features:       Computer Concepts Illustrated is designed to help students learn and retain the most relevant and essential information about computers and technology in today's digital world! This edition has been revised to cover the latest important computing trends and skills, but maintains the pedagogical and streamlined design elements that instructors and students know and love about the Illustrated Series.         •       Updated content on the latest computer and technology trends and skills to ensure coverage of the most relevant and essential information.         •       Highly visual streamlined layout presents topics on two facing pages and appeals to a wide variety of learning style.         •       Comprehensive coverage includes detailed lessons on important computer concepts and the newest technology trends.         •       Ample end of unit exercises provide review, practice, and assessment opportunities.         978113352621						

Cengage Learning	COMPUTER LITERACY BASICS	Morrison/ Wells	2015	9-12	9781285759951	Recommended as a comprehensive program
	COMPUTER LITERACY BASICS, Instructor	Resources CD-ROM	1		9781285766720	
Cengage Learning	DESIGN COLLECTION REVEALED: ADOBE INDESIGN CS6, PHOTOSHOP CS6, & ILLUSTRATOR CS6	Botello/Reding	2013	9-12	9781133693239	Recommended as a component program

	<ul> <li>Notes: The book teaches students the use of resources and DVDs. But this does not including citizenship. Only good for those using CS6 Additional citizenship. Collectional citizenship citizenship citizenship citizenship. Additional citizenship citizenship citizenship citizenship citizenship citizenship. Additional citizenship c</li></ul>					
	DESIGN COLLECTION REVEALED: ADOBE ILLUSTRATOR CS6, Instructor's Companie					
Cengage Learning						Recommended as a component program
	<ul> <li>Notes: Good layout to teach students a collestudents through the learning process. Good real world activities. Only good if using Adobe Key Features: This invaluable, all-in-one guid Adobe Dreamweaver® CS6, Adobe Flash® C current interface, features, and functionality o projects to help readers master industry-leadi</li> <li>Coverage of new and updated Dream and Media Queries.</li> <li>Updated Flash coverage includes new including creation of apps and testim applications that can run on compute</li> <li>Fireworks® chapters feature new constyles.</li> <li>Includes an all-new chapter on using assets for any Creative Suite project</li> </ul>					

	The Web Collection Revealed Standard Fireworks CS6 Instructor Companion W					
Cengage Learning	MICROSOFT OFFICE 2013 INTRODUCTORY	Vermaat	2014	9-12	9781285166032	Recommended as a comprehensive program
	Notes:         Step-by-step instructions. Compatable with Windows 7 and Windows 8. Introduction to technology materials included with the book.           Key Features:         With Microsoft Office 2013, we're continuing our history of innovation by enhancing our proven pedagogy to reflect the learning styles of today's students. In this text you'll find features that are specifically designed to engage students, improve retention, and prepare them for future success.           No.         New, when students complete projects they are told WHY each step in the process is necessary, in addition to being told what they will be doing and how to accomplish each task.           New mini-roadmaps are provided throughout each chapter, visually showing students where they are in the process of completing the chapter project.         Critical thinking has been expanded throughout the text. Consider This boxes throughout each chapter provide thought-provoking questions and problem-solving activities. Chapter-ending Consider This: Plan Ahead boxes and Consider This: Your Turn assignments engage students in critical thinking and problem-solving skills to create their own solutions. Plus, every student assignment ends with a question that requires students' thoughts and opinions.         New emphasis on personalization asks students to include a personal detail in their solutions to every chapter project and assignment, ensuring that each student solution will be unique.         9781285166858					
Cengage Learning	MICROSOFT OFFICE 2013- ILLUSTRATED SECOND COURSE	Beskeen/Cram/ Duffy/ Friedrichsen	2014	9-12	9781285082257	Recommended as a resource/supplemental program

	<ul> <li>Notes: Recommend for students focused on based course.</li> <li>Key Features: Focused approach and user-fit hot shots in mastering MICROSOFT OFFICE follow thanks to the Illustrated Series' hallmar</li> <li>Concise, to-the-point instruction help 2013—including Word, Excel, Access essential computer concepts.</li> <li>Completely updated to reflect new fee</li> <li>New! Learning outcomes for each 2-SAM Projects.</li> <li>New! Design improvements help kee</li> <li>New! Capstone appendix provides a</li> <li>Updated appendix on SkyDrive and MICROSOFT OFFICE 2007- ILLUSTRATED ROM</li> </ul>					
Cengage Learning	MICROSOFT OFFICE 2013: ADVANCED	Vermaat	2014	9-12	9781285166322	Recommended as a component program
	<ul> <li>Notes: Continues from Introductory, although Introductory book covers that. This is for Advance Key Features: With Microsoft Office 2013, we to reflect the learning styles of today's student students, improve retention, and prepare them</li> <li>Now, when students complete project being told what they will be doing an</li> <li>New mini-roadmaps are provided thr process of completing the chapter prior Critical thinking has been expanded thought-provoking questions and pro and Consider This: Your Turn assign create their own solutions. Plus, even thoughts and opinions.</li> <li>New emphasis on personalization as project and assignment, ensuring that</li> </ul>					

	MICROSOFT OFFICE 20013: ADVANCED					
Cengage Learning	MICROSOFT OFFICE 2013: ILLUSTRATED INTRODUCTORY	Beskeen	2014	9-12	9781285088457	Recommended as a component program
	Notes: Could use more collaborative, work-based activities and a career component.         Key Features: Focused approach and user-friendly format, the Illustrated Series engages both computer rookies and hot shots in mastering MICROSOFT OFFICE 2013 applications quickly and efficiently. Skills are accessible and easy-to-follow thanks to the Illustrated Series' hallmark 2-page layout, which allows students to see an entire task in one view.         • Concise, to-the-point instruction helps students of all levels learn essential skills for using Microsoft Office 2013—including Word, Excel, Access, PowerPoint, as well as Windows 8, Internet Explorer 10, Outlook and essential computer concepts.         • Completely updated to reflect new features and enhancements in Microsoft Office 2013.         • New! Learning outcomes for each 2-page lesson mapped to assessments, including SAM Assessment and SAM Projects.         • New! Design improvements help keep students engaged and on track.         • New! Capstone appendix provides additional exercises for reinforcement and assessment.         • Updated appendix on SkyDrive and Microsoft Office Web Apps help students learn to use Office in the cloud.					
	MICROSOFT OFFICE 2013: ILLUSTRATE					
Cengage Learning	THE VIDEO COLLECTION REVEALED: ADOBE PREMIERE PRO, AFTER EFFECTS, AUDITION AND ENCORE CS6	Keller	2013	9-12	9781133815006	Recommended as a component program

	Notes: This is a good book and layout to teach students the use of Adobe Premiere Pro CS6, After Effects CS6, Adobe Audition CS6, and Encore CS6. Software is difficult to learn, but the book is well organized, logical sequence that takes students through the learning process. Good web resources, and 3 DVDs are also included.         Key Features: The all new THE VIDEO COLLECTION REVEALED: ADOBE PREMIERE PRO, AFTER EFFECTS, AUDITION AND ENCORE CS6 introduces your students to these exciting video applications and will help them create polished, professional work.         Uses the newly-designed workspace in Premiere Pro and updated Premiere Pro terminology.         Updated coverage of Warp Stabilizer to remove camera jitters in After Effects.         Comprehensively covers the four primary Adobe CS6 video editing applications.         Updated to take advantage of round-trip editing between Premiere Pro and Audition.         Uses the newly-designed workspace in Premiere Pro and updated Premiere Pro terminology.         THE VIDEO COLLECTION REVEALED: ADOBE PREMIERE PRO, AFTER EFFECTS, AUDITION         9781133815013					
Cengage Learning	<ul> <li>THE WEB COLLECTION PREMIUM EDITION: DREAMWEAVER CS6, FLASH CS6, AND PHOTOSHOP CS6 REVEALED</li> <li>Notes: Software specific, addresses student school. Does not address digital citizenship, c PTE/Computer Applications courses.</li> <li>Key Features: This invaluable, all-in-one guid Adobe Dreamweaver® CS6, Adobe Flash® C current interface, features, and functionality of projects to help readers master industry-leadin</li> <li>Coverage of new and updated Drear and Media Queries.</li> <li>Updated Flash coverage includes ne including creation of apps and testing applications that can run on compute</li> <li>Fireworks® chapters feature new cov styles.</li> <li>Includes an all-new chapter on using assets for any Creative Suite project</li> </ul>	ollaboration or teamw de provides a thoroug S6, and Adobe Firew f each program, the te ng software while hor nweaver CS6 feature w lessons to develop g apps on your mobile ers, mobile devices ar verage of enhancement the Adobe file manage	vork, or career com h introduction to w vorks®CS6. In add ext includes step-b ning practical skills s including HTMLs mobile application e device, and less ad televisions.	nponents addres yeb design and o ition to detailed by-step tutorials with real-world 5, CSS3, and Mo ns (for smartpho ons on how to do ion, stroke and t	development with information on the and hands-on relevance. ultiscreen Preview enes and tablets) evelop AIR fill, gradients and	Recommended as a component program

	THE WEB COLLECTION PREMIUM EDIT PHOTOSHOP CS6 REVEALED Instructor		,	H CS6, AND	9781133815150	
Pearson Education, Inc., publishing as Prentice Hall	Learning Microsoft® Office 2013	Weixel, et al	2013	9-12	9781269305587	Recommended as a component program
	<ul> <li>Notes: If only teaching Microsoft Office 2013, this is an excellent source. The teacher's manual is easy to use, and the text is student friendly. It lackes in digital citizenship and group/peer involved work. It is a limited program. The focus is on Microsoft, Excel and Powerpoint.</li> <li>Key Features: Learning Microsoft® Office 2013 features an exclusive design and pedagogy that includes:         <ul> <li>Short, bulleted explanations and instructions to maximize hands-on learning time.</li> <li>Numerous applications and exercises on each skill to accommodate all levels of learners.</li> <li>A progressive approach that builds proficiency by gradually removing reference and hand-holding.</li> <li>"How To" procedures separated from the instruction to ensure that students are <i>learning</i>, not just <i>doing</i>.</li> <li>Cross-curricular exercises to teach software skills while reinforcing Math, Language Arts, Social Studies, and Science concepts.</li> </ul> </li> </ul>					
	Core standards and Microsoft Offi Learning Microsoft® Office 2013, Delu (6-year access)					
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#### SUBJECT

Lewis-Clark State College – Idaho State Program Approval Review Team Report and the National Council for the Accreditation of Teacher Education (NCATE) Accreditation Report

#### APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code

Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

#### BACKGROUND/DISCUSSION

The purpose of the on-site review was to determine whether candidates at Lewis-Clark State College meet state standards for beginning teachers. The review was conducted by an eight-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education– approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met.

Core standards, as well as individual program enhancement standards, were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, candidate evaluations and letters of support, additional evaluations both formal and informal, blog posts and comments, advising checklists, class assignments and reports, Praxis II test results, as well as partial and completed education Teacher Performance Assessments (edTPA). In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers.

A written state team report was submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. No rejoinder was submitted.

During its March 6, 2014 meeting, the Professional Standards Commission (PSC) voted to approve the state team report and recommends to the State Board approval of the following programs: Elementary Education, English Language Arts, Reading (Literacy), Physical Education, Health Education,

Mathematics, Social Studies (Foundation Standards), History, Science (Foundation Standards), and Gifted and Talented.

Five programs are recommended for conditional approval. The Special Education program was not able to show that it was meeting all of the performance standards. The Biology, Chemistry, and Earth and Space Science programs showed evidence that they were positioned to offer viable programs, but there was not enough performance evidence in the foundation standards to show proof of implementation. Their Bilingual and English as a New Language program does not have any completers yet, so there was minimal evidence to review. The conditionally approved programs will undergo focused visits within three years to determine if the conditions have been met and if the program is eligible for approval.

#### IMPACT

In order to maintain their state approved status, and produce graduates eligible for Idaho teacher certification, Lewis-Clark State College must offer a teacher preparation program adequately aligned to both NCATE and State Standards.

#### ATTACHMENTS

Attachment 1 – State Program Approval Review Team Report with NCATE Accreditation Report Page

Attachment 2 – NCATE Accreditation Letter

Page

#### STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

#### **BOARD ACTION**

I move to accept the State Team Report, and grant program approval of Elementary Education, English Language Arts, Reading (Literacy), Physical Education, Health Education, Mathematics, Social Studies (Foundation Standards), History, Science (Foundation Standards), and Gifted and Talented at Lewis-Clark State College.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

I move to accept the State Team Report, and grant conditional approval of the Special Education, Biology, Chemistry, Earth and Space Science, and English as a New Language programs at Lewis-Clark State College.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

#### STATE TEAM REPORT LEWIS-CLARK STATE COLLEGE November 3-5, 2013

#### **ON-SITE STATE TEAM:**

Stacey Jensen, Chair

Amy Cox Ken Cox Dr. Deb Hedeen Joe Kelly Dr. Wendy Ruchti Jayne Heath-Wilmarth Rick Jordan

Professional Standards Commission

Idaho State Board of Education

#### **STATE OBSERVERS:**

Christina Linder Katie Rhodenbaugh

# **CONSENT AGENDA** AUGUST 14, 2014 College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

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#### **INTRODUCTION**

Lewis-Clark State College (LCSC) has a century-long history of preparing professional educators. Established by an act of the Idaho State Legislature in 1893, the college was originally designated the Lewiston Normal School, reflecting its early mission as a teacher training facility. In 1963, the legislature granted the then Lewis-Clark Normal School its current status as a four-year undergraduate institution. Its present name, Lewis-Clark State College, was authorized by the Legislature and governing board in 1971, making the college the last public normal school in the United States.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Lewis-Clark State University meet state standards for beginning teachers. The review was conducted by a seven member state program approval team accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. Core standards as well as individual program foundational and enhancement standards were reviewed. Core standards are not subject to approval, since they permeate all programs, but are not in themselves, a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations, both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

*Candidate* – a student enrolled at the Lewis-Clark State College. *Student* – an individual enrolled in an Idaho PreK-12 public school *Unit* – the institution's teacher preparation program *NCATE* – National Council for the Accreditation of Teacher Education

In addition two other notations may be found in the report that are unique to Lewis-Clark State College and therefore need to be defined:

*OSTE* – On site teacher evaluator, or OSTE, is the unit name utilized for what is more commonly known as a cooperating teacher.

*PACE Program* – This is the unit acronym utilized for its on-line and partial on-line degree options. Evidence was evaluated from both traditional candidates as well as PACE program candidates to ensure that standards were being met, no matter which option the candidate chose.

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PROGRAM	RECOMMENDATION
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education	Approved
Special Education	Conditionally Approved
English Language Arts	Approved
Reading	Approved
Physical Education	Approved
Health Education	Approved
Mathematics	Approved
Social Studies (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
History	Approved
Science (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Biology	Conditionally Approved
Chemistry	Conditionally Approved
Earth and Space Science	Conditionally Approved
English as a New Language	Conditionally Approved
Gifted and Talented	Approved

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#### CONSENT AGENDA AUGUST 14, 2014 College/University: \_Lewis-Clark State College\_ Review Dates: \_November 3-5, 2013\_

#### **Idaho Core Teacher Standards**

#### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

# Standard 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

The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
 The teacher understands the role of the discipline in preparing students for the global community of the future.

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

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

5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding Subject Matter		Х	

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**1.1** Elementary and Secondary Education Program Phases guidelines, required coursework syllabi, Praxis scores, interviews with completers, cooperating teachers, principals, and graduate and school administrator follow-up survey data all provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. One hundred percent of candidates meet the qualifying scores on Idaho State Board required academic examinations prior to their final internship and 93% receive a passing score on the first try of taking the exam. Principals and cooperating teacher interviews indicate that LCSC interns are very well prepared in the content area they are planning to teach in.

#### Performance

The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.
 The teacher presents information that is accurate and relevant.

3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.

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

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

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

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

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

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

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

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Subject		X	
Matter Meaningful			

**1.2** Candidate portfolio samples, candidate, principal, and cooperating teacher interviews, and observations indicate that teacher candidates are able to create learning experiences that make the content taught meaningful to students. One principal commented that the fact that University faculty serve as the supervisors when candidates are placed within the local school system allows them to coordinate what the candidate is learning in the University classroom and applying within the Pk-12 classrooms within which they are teaching. Her comment was that is a "constant cycle of learning, reflection and refinement."

Standard 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.

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#### Knowledge

1. The teacher understands multiple perspectives on how learning occurs.

2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.

3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding			
Human		X	
<b>Development and</b>			
Learning			

**2.1** Elementary and Secondary Education Program Phases guidelines, required coursework syllabi, Praxis scores, required course assignments and scoring rubrics, and graduate and school administrator follow-up survey data all provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

#### 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.

3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.

4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.

Element	Unacceptable	Acceptable	Target
2.2 Performance			
Provide Opportunities for Development		Х	

**2.2** Candidate portfolio samples, lesson plan samples, required course assignments, interviews with cooperating teachers, candidates, and interns as well as observations indicate that teacher candidates provide opportunities to support students' developmental stages and growth.

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Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

#### Knowledge

1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs 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 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, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge			
Understanding of Individual Learning Needs		X	

**3.1** Praxis scores, course assignment and rubric examples from SE322, course syllabi, Elementary and Secondary Program Phases guidelines, and interviews with cooperating teachers, principals, and faculty indicate that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

#### Performance

1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.

2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.

3. The teacher accesses appropriate services or resources to meet students' needs.

4. The teacher uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

5. The teacher creates a learning community in which individual differences are respected.

6. The teacher persists in helping all students achieve success.

Element	Unacceptable	Acceptable	Target
3.2 Performance			
Modifying Instruction for Individual Learning Needs		Х	

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**3.2** SE322 course assignment samples and reflections, portfolio samples, and intern observations indicate that teacher candidates are able to modify instructional opportunities to support students with diverse needs.

# Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

#### Knowledge

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.

2. The teacher understands the techniques and applications of 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.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding of multiple instructional		Х	
strategies			

**4.1** Elementary and Secondary Program Phases guidelines, required course syllabi, course assignment guidelines and rubrics, as well as cooperating teacher interviews indicate that teacher candidates demonstrate an adequate understanding of instructional strategies including cooperative learning, lecture, action research, individual projects, and paired projects. It was noted however that there may be a weakness in the English Language Learner instructional strategies. Interviews indicated that this topic might be covered in ED330 and possibly SE322 however syllabi and assignment evidence was not found to support the conversation.

#### Performance

 The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
 The teacher uses multiple teaching and learning strategies to engage students in learning.
 The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

Element	Unacceptable	Acceptable	Target
4.2 Performance			
Application of multiple instructional		X	
strategies			

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**4.2** Candidate and cooperating teacher interviews, portfolio evidences, assignment evidence, and observations indicate that teacher candidates use a variety of instructional strategies in their planning and actual teaching. Cooperating teachers indicate the candidates are well versed in using strategies including whole group, small group, individual work, and technology

Standard 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.

#### Knowledge

 The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
 The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.

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

4. The teacher knows the components of an effective classroom management plan.

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

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

7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of Classroom Motivation and Management Skills		X	

**5.1** Required course syllabi, perusing course assignment requirements and rubrics, as well as interviews with faculty, cooperating teachers, and completers indicate that evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. It was noted from several syllabi that management and motivation strategies were stressed in several required courses.

#### 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.

2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.

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3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.

4. 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.

5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

6. 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).

7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive		X	
Learning Environments			

**5.2** Portfolio evidence, required course assignments, and interviews with cooperating teachers, candidates, and faculty indicate that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. Management and even motivation are often difficult skills for candidates to attain prior to their internship. However, the program organization and emphasis at LCSC seems to have managed to alleviate many of the motivation and management issues that candidates often face.

# Standard 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 and the role of language in learning.

2. The teacher understands the communication needs of diverse learners.

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

4. The teacher understands strategies for promoting student communication skills.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge			
<b>Communication Skills</b>		X	

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**6.1** Course assignment requirements, portfolio examples, cooperating teacher interviews, Praxis scores, interview and written interview data and comments, all provide evidence that teacher candidates demonstrate and adequate ability to model and use communication skills appropriate to professional settings. Most submitted assignments suggest that candidates are held to a high standard regarding grammar, spelling, and writing skills.

#### Performance

1. The teacher is a thoughtful and responsive listener.

2. The teacher adjusts communication so that it is age and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.

4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.

5. The teacher demonstrates the ability to communicate effectively orally and in writing.

6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).

7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

Element	Unacceptable	Acceptable	Target
6.2 Performance			
Application of		X	
Communication Skills			

**6.2** Portfolio examples, lesson plan and other assignment examples, interviews with candidates, completers, and college faculty, as well as observations of candidates during their internships provide evidence that teacher candidates create learning experiences that promote student learning and communication skill. Several candidate portfolio examples show evidence of student work requiring all aspects of the literacy process including speaking and listening.

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

#### Knowledge

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

 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.
 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.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge			
Instructional		X	
Planning Skills			

**7.1** Course assignment requirements, assignment examples, syllabi, and cooperating teacher interviews indicates that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Candidates are expected to create thorough lesson plans throughout their program phases. Some of the lesson plans are taught in a micro-teaching situation to their peers and others are actually taught out in a classroom. Whether actually taught or not, the lesson planning skills seem to be developed from an early point in the program and throughout.

#### Performance

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

The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
 The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

4. The teacher establishes student assessments that align with curriculum goals and objectives.

5. The teacher develops instructional plans based on student assessment and performance data.

6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms.

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

Element	Unacceptable	Acceptable	Target
7.2 Performance			
Instructional		X	
Planning			

**7.2** Cooperating teacher and candidate interviews as well as portfolio samples, and video evidence of candidates teaching lessons indicate that teacher candidates are able to plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. One cooperating teacher even commented that candidates were better versed in the new Idaho Core Standards than they themselves were. Another interview indicated that candidates were able to plan and prepare instruction using information they had about the high percentage of free and reduced lunch qualified students within the classroom.

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Standard 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 teaching effectiveness.

#### Knowledge

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

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.

4. The teacher knows how to use assessments 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., Direct Writing and Math Assessments, end of course assessments, ISAT).

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.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge			
Assessment of Student Learning		X	

**8.1** Ed318 course syllabi, portfolio evidence, course assignments, and faculty interviews indicate that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Candidates complete several assignments which allow them to create assessments and analyze and disaggregate the data from these assessments. Internship lesson evaluation evidence did seem to indicate that candidates are evaluated on how they monitor the effectiveness of the lesson as well as how they monitor and adjust the lesson.

# 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.

2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.

3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.

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.

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5. The teacher monitors student assessment data and adjusts instruction accordingly.

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

7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and Interpreting Program and Student Assessment Strategies	X		

**8.2** Portfolio evidences, required assignment reflections, candidate, faculty, and cooperating teacher interviews as well as candidate lesson plan evaluations indicate that teacher candidates use and interpret formal assessment strategies to evaluate and advance student performance. There is less adequate evidence and documentation of informal assessment strategies being used to evaluate and advance student performance. In addition there was an inadequate amount of evidence that teacher candidates were able to use formal and informal assessment strategies to evaluate and determine teaching effectiveness. Faculty interviews indicated that candidates adjust lessons based on information from assessments as well as using assessment evidence to help determine teaching effectiveness. However, reflections and portfolio evidences seem to lack the documentation of this.

## Standard 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 The Code of Ethics for Idaho Professional Educators.

2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.

4. The teacher knows where to find and how to access professional resources on teaching and subject matter.

5. The teacher understands the need for professional activity and collaboration beyond the school.

6. The teacher knows about professional organizations within education and his or her discipline.

7. The teacher understands the dynamics of change and recognizes that the field of education is not static.

8. The teacher knows how to use technology to enhance productivity and professionalism.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge			
Professional Commitment and Responsibility as Reflective Practitioners		X	

**9.1** Required course syllabi, course assignments, rubrics for assignments, as well as interviews with candidates, faculty, and cooperating teachers indicate that candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Faculty interviews indicate that the faculty themselves work deliberately to model themselves as reflective practitioners. Reflections on lessons, units, and assessments are built into the program phases from the beginning.

## Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. *The teacher engages in professional discourse about subject matter knowledge and pedagogy.* 8. *The teacher uses technology to enhance productivity and professionalism.* 

Element	Unacceptable	Acceptable	Target
9.2 Performance			
Developing in the Art and science of Teaching		Х	

**9.2** Candidate observations, video lesson observations, faculty, principal, and cooperating teacher interviews as well as graduate and principal follow up survey data indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.

Standard 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.

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## 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.

8. 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.

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

Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships			X

**10.1** Required course syllabi, internship handbooks, course assignment descriptions, and faculty interviews indicate that teacher candidates know how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being. It was evident throughout the visit that professionalism and forming educational partnerships was of paramount importance to the Division of Education. The team found multiple examples of candidate evidence of partnerships.

## Performance

1. The teacher uses information about students and links with community resources to meet student needs.

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

3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.

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4. The teacher respects the privacy of students and the confidentiality of information.

5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.

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

7. The teacher acts as an advocate for students.

8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance</b>			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships			Х

**10.2** Candidate observations, interviews with cooperating teachers, faculty, candidates and completers, as well as lesson and unit plan reflections provide in-depth evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Multiple comments were heard regarding candidates who went above and beyond to learn more about students' interests and activities in order to plan learning to better meet the needs of their students. Many comments during interviews also alluded to the fact that college faculty, candidates, and cooperating teachers easily and effectively form partnerships for the betterment of the students they serve. Partnerships and professionalism are obviously highly valued throughout the programs the state team evaluated.

### **Elementary Education**

#### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

## Standards 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 concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- 2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
- 3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
- 4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
- 5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve

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problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

- 6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
- 7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
- 9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
- 10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
- 11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding Subject Matter and structure of the discipline		X	

**1.1** Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate an adequate knowledge of elementary subject content, and understand the importance of integrated curriculum. The program provides evidence that candidates understand the relationship between inquiry and the development of thinking and reasoning.

## Performance

- 1. The teacher models the appropriate and accurate use of language arts.
- 2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
- 3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
- 4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

## 5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Subject		X	
Matter			
Meaningful			

**1.2** Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and portfolios, provide evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application, making learning experiences and subject matter meaningful. The program provides evidence that candidates teach using inquiry and exploration.

## Standard 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 that young children's and early adolescents' literacy and language development influence learning and instructional decisions.
- 2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding Human Development and Learning		Х	

**2.1** Interviews with teacher candidates, college supervisors and cooperating teachers, candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate an understanding of how young children and early adolescents learn. The program provides evidence that candidates understand the role of cognition, inquiry and exploration in learning.

#### Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

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Element	Unacceptable	Acceptable	Target
2.2 Performance			
Provide		X	
<b>Opportunities for</b>			
Development			

**2.2** Interviews with teacher candidates, college supervisors and cooperating teachers, candidate lesson plans and portfolios and observations all provide evidence that teacher candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

## Knowledge

- 1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge			
Understanding of Individual Learning Needs		Х	

**3.1** Interviews with teacher candidates, college supervisors and cooperating teachers, as well as candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate adequate understanding of how students differ in their approaches to learning. Candidates are required to take three courses under the topic of individual needs. Two of these courses are utilized during their two different internship sessions so that on-going learning can take place while candidates are practicing in the field.

## Performance

- 1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

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Element	Unacceptable	Acceptable	Target
3.2 Performance			
Modifying Instruction for Individual Learning Needs		Х	

**3.2** Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and observations, provide evidence that teacher candidates demonstrate the ability to modify instructional opportunities to support students with diverse needs. Again, the fact that candidates take SE428 and SE431 Adaptive Teaching K-8 during their internship really allows them to modify instruction as needed by individual learners.

Standard 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.

## Knowledge

- 1. The teacher understands the importance of teaching and re-teaching classroom expectations.
- 2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of Classroom Motivation and Management Skills		Х	

**5.1** Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

#### Performance

- 1. The teacher consistently models and teaches classroom expectations.
- 2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

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Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive Learning Environments		Х	

**5.2** Interviews with teacher candidates, college faculty, principals and cooperating teachers, observations, as well as observation survey data, provide evidence that teacher candidates demonstrate the ability to create, manage, and modify learning environments to ensure they are safe and productive. Many of those interviewed indicated that candidates were very capable of managing classroom behavior from their first day in the classroom.

## **Recommended Action for Elementary Education Program:**

X Approved Approved Conditionally Not Approved

## **Special Education Generalist**

#### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Special Education Generalist Teachers.

Standard 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 theories, history, philosophies, and models that provide the basis for special education practice.

2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.

3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Subject Matter		Х	
and Structure of			
the Discipline			

**1.1** Praxis II scores, required coursework syllabi, course projects and exams all provide evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

## Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.

2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Subject		Χ	
Matter Meaningful			

**1.2** Required course projects during practicum experiences, interviews with faculty and candidates, and portfolio entries provides evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

## Standard 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 the learning patterns of students with disabilities may differ from the norm.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding Human		X	
<b>Development and</b>			
Learning			

**2.1** Field experience journals, syllabi and interviews with faculty. The program provides evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.

## Performance

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

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Element	Unacceptable	Acceptable	Target
2.2 Performance			
Provide Opportunities for		х	
Development			

**2.2** IEP assignments, adaptation projects, candidate interviews and candidate internship evaluations provide evidence that teacher candidates demonstrate an adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities.

Standard 3: Modifying 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 (same as Core Rubrics).

## Knowledge

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.

The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
 The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge			
Understanding of Individual Learning Needs		Х	

**3.1** Analysis of resource exploration papers, syllabi and chapter scaffolds indicate that teacher candidates demonstrate an adequate understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities. Evidence did seem to be more available regarding individual learning needs in the area of literacy than other areas.

## Performance

1. The teacher individualizes instruction to support student learning and behavior in various settings.

2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.

3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

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Element	Unacceptable	Acceptable	Target
3.2 Performance			
Accommodating Individual Learning		X	
Needs			

**3.2** Required tutoring reports, the assigned adaptive project, and interviews with faculty indicate that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

Standard 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 individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)

2. The teacher understands the developmental nature of social skills.

3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.

4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding of multiple learning strategies	Х		

**4.1** Syllabi, individualized instruction courses and interviews with faculty provides evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic development of students with disabilities. However, the program provides no evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to provide support in the social development of students with disabilities.

## Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.

2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.

3. The teacher advocates for and models the use of appropriate social skills.

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4. The teacher provides social skills instruction that enhances student success.

5. The teacher creates an accessible learning environment through the use of assistive technology.

6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of multiple learning strategies	X		

**4.2** Tutoring reports, analysis of adaptive projects, and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic development of students with disabilities. However, the program provides no evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support social development of students with disabilities.

# Standard 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.

## Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).

3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).

4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.

5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of			
Classroom		X	
Motivation and			
Management			
Skills			

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**5.1** Behavior Intervention Plans, Behavioral assessment assignments, and interview with faculty indicate teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

## Performance

The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
 The teacher coordinates the implementation of behavior plans with all members of the educational team.

3. The teacher creates an environment that encourages self-advocacy and increased independence.

4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.

5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive Learning Environments	Х		

**5.2** Interviews with faculty, student portfolio evidences, and Behavior Intervention Plans provide little or no evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities. Candidates seem to have opportunities to watch these being created and implemented, but are not receiving the opportunity to create and manage them by themselves.

## Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

#### Knowledge

 The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
 The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills	X		

**6.1** The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities.

## Performance

 The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
 The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills	X		

**6.2** The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and nonverbal communication techniques. In addition, little or no evidence is provided that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities. These performances would include verbal communication techniques that expand the communication skills of students with disabilities.

## Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

#### Knowledge

 The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
 The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
 The teacher understands the general education curriculum and state standards developed for student achievement.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge			
Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

**7.1** Tutoring reports, adapted lesson plans and interviews with faculty indicate that teacher candidates demonstrate an adequate understanding of curricular and instructional practices used in the development of skills for students with disabilities.

## Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.

2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.

3. The teacher evaluates and links the student's skill development to the general education curriculum.

4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.

5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.

6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.

7. The teacher develops opportunities for career exploration and skill development in community-based settings.

8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.

9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

Element	Unacceptable	Acceptable	Target
7.2 Performance			
Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

**7.2** Internship portfolios, interviews with faculty, and an interview with a cooperating teacher indicate that teacher candidates are unable to demonstrate an adequate ability to design and

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implements individualized instructional programs for students with disabilities. There was a lack of evidence available that candidates actually designed and monitored programs for students with disabilities.

## Standard 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 legal provisions, regulations, and guidelines regarding assessment of students with disabilities.

2. The teacher knows the instruments and procedures used to assess students for screening, prereferral interventions, and following referral for special education services.

3. The teacher understands how to assist colleagues in designing adapted assessments.

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.

5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge			
Assessment of Student Learning		X	

**8.1** Internship syllabi, transition assessment assignments, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

## Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.

2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.

 The teacher gathers background information regarding academic, medical, and social history.
 The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.

5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.

6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

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Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and			
Interpreting		X	
Program and			
Student Assessment			
Strategies			

**8.2** Candidate portfolios, field experience journal samples and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities.

Standard 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 (same as Generalist Rubrics).

## Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Element	Unacceptable	Acceptable	Target
9.2 Performance			
Developing in the Art and science of Teaching		Х	

**9.2** Candidate interviews, course syllabi and faculty interviews as well as portfolio evidence provides evidence that teacher candidates display an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession

Standard 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 (same as Core Rubrics).

## Knowledge

 The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
 The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
 The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.

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4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner. 5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.

7. The teacher knows how to train or access training for paraprofessionals.

8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		X	

**10.1** Course syllabi, SE477 course article responses and an interview with a cooperating teacher provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

## Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.

2. The teacher trains or accesses training for paraprofessionals.

3. The teacher collaborates with team members to develop effective student schedules.

4. The teacher communicates the benefits, strengths, and constraints of special education services.

5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).

7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.

8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.

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9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance</b>			
Interacting with Students, Interacting		v	
in with Colleagues,		X	
Parents/Guardians,			
and Community in Partnerships			

**10.2** Internship portfolios, evaluations of intern performance data and interviews with faculty provides evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

## **Recommended Action for Special Education Generalist Program:**

Approved
X Approved Conditionally
Not Approved

## **Areas for Improvement:**

Standard 4: Little or no evidence that teacher candidates demonstrate an adequate understanding, and ability to design and implement instructional programs to support social development of students with disabilities.

Standard 5: Little or no evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

Standard 6: Little or no evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities. In addition, little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and nonverbal communication techniques that expand the communication skills of students with disabilities.

Standard 7: Little or no evidence that teacher candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities in the following areas: task analysis to determine discrete skills necessary for instruction and to monitor student progress; develops and uses procedures for monitoring student progress toward individual learning goals; and strategies for facilitating maintenance and generalization of skills across learning environments.

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## English Language Arts

## State Program Approval Rubric for Teacher Preparation Programs

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

## Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

#### Knowledge

1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.

2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.

3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.

4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).

5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.

6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.

7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.

8. The teacher understands the social and historical implications of print and nonprint media.9. The teacher understands the history of the English language.

10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.

11. The teacher understands reading as a developmental process.

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12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process. 14. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.

15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding Subject Matter		X	

**1.1** Interviews with cooperating teachers, Praxis II scores, checking student files, interviewing candidates, and perusing student work samples provide evidence that teacher candidates possess knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

## Performance

1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.

2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.

3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.

4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.

5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.

6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.

7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.

8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.

9. The teacher demonstrates the writing process as a recursive and developmental process.

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance</b>			
Making Subject Matter		X	
Meaningful			

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**1.2** Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

## 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 the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding Human		X	
<b>Development and</b>			
Learning			

**2.1** Interviews with cooperating teachers, interviews with candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

## Performance

1. The teacher identifies in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.

2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	Х		

**2.2** Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide little or no evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth.

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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 knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).

2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.

3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple learning strategies		X	

**4.1** Interviews with cooperating teachers, interviews with candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.

## Performance

1. The teacher effectively uses comprehension strategies.

2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.

3. The teacher monitors and adjusts strategies in response to individual literacy levels.

4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.

5. The teacher uses students' creations and responses as part of the instructional program. 6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).

7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.

8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

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Element	Unacceptable	Acceptable	Target
4.2 Performance			
Application of multiple learning		X	
strategies			

**4.2** Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).

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 knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge			
Assessment of Student Learning		X	

**8.1** Interviews with cooperating teachers, interviews with candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self-and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

## Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

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Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and interpreting program and student assessment strategies		X	

**8.2** Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

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.

## Performance

The teacher engages in reading and writing for professional growth and satisfaction.
 The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Element	Unacceptable	Acceptable	Target
9.2 Performance			
Developing in the		X	
Art and science of			
Teaching			

**9.2** Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers or English.

## **Recommended Action on English Language Arts Program:**

X Approved Approved Conditionally Not Approved

#### Areas for Improvement:

An increased focus on identifying student language abilities and levels and in addressing student individual needs will go far in correcting Principle 2.2: Knowledge of Human Development and Learning. Additionally, candidates should demonstrate in their work samples and artifacts a more in-depth knowledge of accommodations and differentiation.

## **Reading** (Literacy)

## **State Program Approval Rubric for Teacher Preparation Programs**

## **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

## Standard 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 relationships and roles of the components of a balanced literacy program, which encompasses: a) oral language development and its role in the emergence of writing and reading; b) phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes; c) language patterns, vocabulary, comprehension and critical thinking; and d) development of fluency (rate and accuracy).

2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.

3. The teacher understands that reading is a process of constructing meaning.

4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).

5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.
6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.

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7. The teacher understands why it is important for developing literacy skills to read aloud to students.

8. The teacher is familiar with a wide range of children's literature encompassing all genres.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding		Χ	
Subject Matter			

**1.1** Interviews with cooperating teachers, students and professors, syllabi, Praxis II scores, ICLA test scores, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

## Performance

1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.

2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).

3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).

4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).

5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.

6. The teacher provides literacy lessons and opportunities congruent with best research practices.

7. The teacher reads aloud to children.

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Subject		Χ	
Matter Meaningful			

**1.2** Interviewing reading teacher candidates, university supervisors and analyzing candidate lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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Standard 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 knows historical and current research as it relates to reading.

2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding			
Human		X	
Development and			
Learning			

**2.1** Interviews with cooperating teachers and student candidates, syllabi, ICLA test scores, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of research as it relates to reading and the development of literacy in the classroom.

## Performance

The teachers implements cognitively compatible strategies in developing reading instruction.
 The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.

3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.

Element	Unacceptable	Acceptable	Target
2.2 Performance			
Provide		X	
<b>Opportunities for</b>			
Development			

**2.2** Interviews with cooperating teachers and student candidates, syllabi, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to implement cognitively compatible strategies in developing reading instruction, utilize the home language and culture of students to foster the development of literacy in the classroom.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

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## Knowledge

1. The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.

2. The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.

3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge			
Understanding of Individual Learning Needs		Х	

**3.1** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties and methods for scaffolding the students' development of reading strategies.

## Performance

1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.

2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.

Element	Unacceptable	Acceptable	Target
3.2 Performance			
Modifying Instruction for Individual Learning Needs		Х	

**3.2** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support curriculum goals to structure reading instruction and differentiated reading in response to student performance.

## Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

## Knowledge

1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

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Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding of multiple instructional strategies		Х	

**4.1** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate an adequate understanding that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

#### Performance

1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.

Element	Unacceptable	Acceptable	Target
4.2 Performance			
Application of multiple instructional strategies		Х	

**4.2**. Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate the ability to integrate literacy instruction and development into all academic content areas in an engaging manner.

## Standard 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.

#### Knowledge

1. The teacher understands the power of literacy as it relates to academic success and life-long learning.

2. The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of Classroom		X	
Motivation and			
Management Skill			

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**5.1** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate an adequate understanding of literacy as it relates to academic success, and the importance of extensive reading in a variety of genres.

## Performance

The teacher advocates extensive reading for information and for pleasure.
 The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.

Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive Learning Environments		Х	

**5.2** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates advocate reading for information and demonstrate the power of literacy.

Standard 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 teaching effectiveness.

## Knowledge

1. The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).

2. The teacher understands how to use assessment for attitude and motivation as related to reading.

3. The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

**8.1** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples shows sufficient evidence was not provided to verify an adequate understanding of the use of assessment for different literacy purposes, as well as, how to choose, administer and interpret multiple assessments pertaining to reading.

## Performance

1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.

2. The teacher collects and utilizes data from multiple sources to inform instruction.

3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.

4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.

5. The teacher advocates that the needs of every student are accurately represented in assessment data.

Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and Interpreting Program and Student Assessment Strategies	Х		

**8.2** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples show sufficient evidence was not provided to verify an adequate understanding of assessment. The program provided little evidence that candidates gather and interpret data from multiple assessments to plan instruction, use literacy assessment data to evaluate instructional effectiveness, and advocate that the needs of every student are accurately represented in assessment data.

## Standard 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 knows sources and programs that promote family literacy.
- 2. The teacher knows community-based programs that promote literacy development.

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Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

**10.1** Interviews with cooperating teachers, faculty and candidates, review of course syllabi, and perusing student work samples provides evidence that teacher candidates demonstrate knowledge of candidate awareness and identification of programs and sources that promote literacy within the family and community.

### Performance

1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.

2. The teacher fosters parental support for family literacy activities.

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance</b>			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		Х	

**10.2** Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates engage with colleagues, community, other professionals, and parents to improve the literacy-learning.

# **Recommended Action for Reading (Literacy) Program:**

X Approved Approved Conditionally Not Approved

# <u>Health</u>

### State Program Approval Rubric for Teacher Preparation Programs

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

# Standard 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

 The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
 The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).

5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Subject Matter and			
Structure of the		X	
Discipline			

**1.1** Analyzing Praxis data and syllabi, perusing candidate portfolios and projects, along with interviews with faculty and teacher candidates provides evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

# Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Subject		Χ	
Matter Meaningful			

**1.2** Analysis of candidate unit plans, observation of candidate field work, and interviews with faculty and teacher candidates provides evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

# Standard 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.

# Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.

2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of		Χ	
Classroom			
Motivation and			
Management Skills			

**5.1** Analysis of syllabi, perusing of teacher candidate work and interviews with faculty and candidates provides evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

### Performance

1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive Learning Environments		Х	

**5.2** Analysis of candidates unit and lesson plans, observation of candidate field work, along with interviews with faculty and teacher candidates provides adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

# Standard 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 student jargon and slang associated with high-risk behaviors.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

**6.1** Analysis of syllabi and Praxis scores along with examining candidate work and interviews with faculty and teacher candidates provides evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors

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# Performance

 The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
 The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.

4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance

health.

Element	Unacceptable	Acceptable	Target
6.2 Performance			
Application of Thinking and Communication Skills		Х	

**6.2** Observation of candidate presentations, analysis of lesson plans and interviews with faculty and candidates provides evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

# Knowledge

1. The teacher understands the differing community health values and practices.

2. The teacher understands how to access valid, appropriate health information and healthpromoting products and services.

3. The teacher understands the influence of culture, media, technology, and other factors on health.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge			
Instructional			
<b>Planning Skills in</b>			
Connection with		X	
Knowledge of			
Subject Matter and			
Curriculum Goals			

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**7.1** Analysis of syllabi, examination of student lesson and unit plans and projects, and interviews with faculty, cooperating teachers and candidates provides evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

### Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Element	Unacceptable	Acceptable	Target
7.2 Performance			
Instructional Planning Skills in Connection with Students' Needs and Community Contexts		Х	

**7.2** Observation of candidates, analysis of lesson and unit plans, and interviews with cooperating teachers, faculty and candidates provides evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

# Standard 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 the laws and codes specific to health education and health services to minors.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge			
Professional Commitment and Responsibility as Reflective Practitioners		Х	

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**9.1** Analysis of syllabi, examination of lesson plans, and interviews with cooperating teachers, faculty and candidates provides evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

### Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Element	Unacceptable	Acceptable	Target
9.2 Performance			
Developing in the Art and Science of Teaching		Х	

**9.2** Observation of teacher candidate field experience, analysis of lesson and unit plans and interviews with faculty and candidates provides evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

# Standard 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 methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

**10.1** The program provides evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

### Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health. 2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance</b>			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		Х	

**10.2** The program provides evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health

### **Recommended Action for Health Program:**

X Approved Approved Conditionally Not Approved

# **Mathematics**

### **State Program Approval Rubric for Teacher Preparation Programs**

### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

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# Knowledge

1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

2. The teacher understands concepts of algebra.

3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.

4. The teacher understands basic concepts of number theory.

5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Subject Matter and			X
Structure of			
Mathematics			

**1.1** Interviews with candidates, cooperating teachers, and college faculty, Praxis II scores, course syllabi, course catalog, and samples of candidate work including portfolios and lesson plans provide evidence that teacher candidates demonstrate an in-depth understanding of mathematics, by meeting all of the knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

# Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.

2. The teacher applies concepts of number, number theory, and number systems.

3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.

4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.

5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.

6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making		Χ	
Mathematics			
Meaningful			

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**1.2** Analyzing lesson plans, assessments and evaluations provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

# Standard 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 knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.

2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

3. The teacher knows how to frame mathematical questions and conjectures.

4. The teacher knows how to make mathematical language meaningful to students.

5. The teacher understands inquiry-based learning in mathematics.

6. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding of Multiple Mathematical Learning Strategies		Х	

**4.1** Cooperating teachers, college faculty and candidate interviews, analyzing lesson plans, student work, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the knowledge indicators in the Idaho Standards of Mathematics Teachers.

### Performance

1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.

2. The teacher uses both formal proofs and intuitive, informal exploration.

3. The teacher develops students' use of standard mathematical terms, notations, and symbols.

4. The teacher communicates mathematics through the use of a variety of representations.

5. The teacher engages students in mathematical discourse by encouraging them to make

conjectures, justify hypotheses, and use appropriate mathematical representations.

6. The teacher uses technology appropriately to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

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Element	Unacceptable	Acceptable	Target
4.2 Performance			
Application of		X	
Multiple Learning			
Strategies			

**4.2 Performance** Analyzing teacher lesson plans, work samples, candidate portfolios, and evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 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.

### Performance

1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance Assessing Students' Mathematical Reasoning		Х	

**8.2 Performance** Interviews with cooperating teachers and candidates, analyzing lesson plans, student work samples and rubrics provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

# Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

# Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.

3. The teacher understands mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).

4. The teacher understands the relationship between geometric concepts and real-life constructs.

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Element	Unacceptable	Acceptable	Target
11.1 Knowledge			
Significant		Χ	
Mathematical			
Connections			

**11.1** Interviews with cooperating teachers and candidates, analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrates adequate understanding of mathematical connections as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers.

### Performance

1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.

2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.

3. The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.

Element	Unacceptable	Acceptable	Target
11.2 Performance Application of Mathematical Connections		Х	

**11.2** Analyzing portfolios, lesson plans, and evaluation forms provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers.

# **Recommended Action for Mathematics Program:**

X Approved Approved Conditionally Not Approved

### **Physical Education**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

# Standard 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 components of physical fitness and their relationship to a healthy lifestyle.

2. The teacher understands the sequencing of motor skills (K-12).

3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles

4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.

6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Subject Matter and			
Structure of the		X	
Discipline			

**1.1** Examination ,of Syllabi, and Praxis scores, analysis of teacher candidate lesson plans and cooperating teacher, faculty and candidate interviews provides evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

# Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.

2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Subject		Χ	
Matter Meaningful			

**1.2** Analysis of Praxis scores and syllabi, along with examination of candidate lesson plans and interviews with cooperating teachers, faculty, and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 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.

# Performance

 The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
 The teacher promotes physical activities that contribute to good health.

Element	Unacceptable	Acceptable	Target
2.2 Performance			
Provide		Χ	
<b>Opportunities for</b>			
Development			

**2.2** Analysis of teacher candidate lesson and unit plans, observation of teacher candidate field work and community service, along with interviews with faculty, cooperating teachers and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

# Standard 3: Modifying 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

# Performance

1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Element	Unacceptable	Acceptable	Target
3.2 Performance			
Accommodating		X	
Individual Learning			
Needs			

**3.2** Analysis of candidate lesson and unit plans, observation of candidate field work, along with interviews with faculty, cooperating teachers and candidates provides evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

# Standard 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.

# Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.

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2. The teacher knows strategies to help students become self-motivated in physical education.

3. The teacher understands that individual performance is affected by anxiety.

4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of Classroom		X	
Motivation and Management Skills			

**5.1** Analysis of syllabi, examination of student work and interviews with completers, cooperating teachers, faculty and teacher candidates provides evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

# Performance

 The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).
 The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor movement settings.

Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive Learning Environments		Х	

**5.2** Observation of Teacher Candidates, perusing student work, and interviews of Completers, Faculty Cooperating Teachers and Teacher Candidates provides evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

# Knowledge

 The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.
 The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Element	Unacceptable	Acceptable	Target
7.1 Knowledge			
Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		Х	

**7.1** Analysis of syllabi, interviews with cooperating teachers, completers, teacher candidates and faculty along with examining teacher candidate work and observing teacher candidate field experience, provides evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

### Performance

1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

Element	Unacceptable	Acceptable	Target
7.2 Performance			
Instructional Planning Skills in Connection with Students' Needs and Community Contexts		Х	

**7.2** Observation of teacher candidate field work, analysis of teacher candidate lesson and unit plans, and interviews with faculty, cooperating teachers, and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 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 knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge			
Assessment of		X	
Student Learning			

**8.1** Interviews with recent Completers, Cooperating Teachers, Faculty and Teacher Candidates, along with analysis of syllabi and Teacher candidate field work and projects provides evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

# Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and			
Interpreting		X	
Program and			
<b>Student Assessment</b>			
Strategies			

**8.2** Analysis of Teacher Candidate unit and lesson plans, Candidate field work, and interviews with Cooperating Teachers, Faculty, and Teacher Candidates provides evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

# Standard 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 how his/her personal physical fitness and activity levels may impact teaching and student motivation.

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Element	Unacceptable	Acceptable	Target
9.1 Knowledge			
Professional			
<b>Commitment and</b>		X	
<b>Responsibility as</b>			
Reflective			
Practitioners			

**9.1** Analysis of syllabi, observation of teacher candidate presentation, perusing teacher candidate lesson and unit plans, and interviews with candidates, faculty, and cooperating teachers provides evidence that teacher candidates demonstrate an adequate understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

# Standard 11: Safety – The teacher provides for a safe learning environment.

### Knowledge

1. The teacher understands the inherent dangers involved in physical education activities.

2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands school policies regurang statem injury and medical freament. in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge			
Understanding of		X	
Student and			
Facility Safety			

**11.1** Analysis of course catalog, examination of Teacher Candidate test results and lesson plans, and interviews with Cooperating Teachers, Faculty, recent Completers and Teacher Candidates provides evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

# Performance

 The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.
 The teacher informs students of the risks associated with physical education activities.

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3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

7. The teacher maintains CPR and first aid certification.

Element	Unacceptable	Acceptable	Target
11.2 Performance			
Creating a Safe			
Learning		Х	
Environment			

**11.2** Observation of Teacher Candidate field experience, interviews of Faculty, Cooperating Teachers, and Teacher Candidates and perusing student work provides evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

# **Recommended Action for Physical Education Program:**

<u>X</u> Approved Approved Conditionally Not Approved

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

# Foundation Standards for Science

# **State Program Approval Rubric for Teacher Preparation Programs**

### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

# Standard 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 knows the history and nature of science and scientific theories.

- 2. The teacher understands that all sciences are related.
- 3. The teacher understands the concepts of form and function.
- 4. The teacher understands the interconnectedness among the science disciplines.
- 5. The teacher understands the process of scientific inquiry.
- 6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.

7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Subject Matter and		X	
Structure of Science			

**1.1** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science. Course syllabi reflect adequate content knowledge through traditional science coursework. Upper division and field based classes (Field Ecology, Ornithology, Mammology and Geology) have students participating in the scientific process in the field.

# Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

2. The teacher continually adjusts curriculum and activities to align them with new scientific data.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Science Meaningful	X		

**1.2** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

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Standard 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 knows how students construct scientific knowledge and develop scientific habits of mind.

2. The teacher knows commonly held conceptions about science and how they affect student learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding Human Development and Learning	Х		

**2.1** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

### Performance

1. The teacher identifies students' conceptions about the natural world.

2. The teacher engages students in constructing deeper understandings of the natural world.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	Х		

**2.2** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

# Standard 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

The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
 The teacher understands how to implement scientific inquiry.

2. The teacher understands how to implement scientific inquiry.

3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding		Χ	
Multiple Learning			
Strategies			

**4.1** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

# Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Element	Unacceptable	Acceptable	Target
4.2 Performance			
Application of		X	
Multiple Learning			
Strategies			

**4.2** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

# Standard 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 knows how to use a variety of interfaced electronic hardware and software for communicating data.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		Х	

**6.1** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). We felt the following projects / labs were exemplars of this standard: Organic Chemistry II Research project, Bio 181 Allelopathy and the Geology projects.

### Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Element	Unacceptable	Acceptable	Target
6.2 Performance			
Application of Thinking and Communication Skills		Х	

**6.2** Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 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 understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge			
Professional			
Commitment and		X	
<b>Responsibility as</b>			
Reflective			
Practitioners			

**9.1** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science

### Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.

2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	Х		

**9.2** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provides little or no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

# Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

# Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher knows how to properly dispose of waste materials.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.

4. The teacher is aware of legal responsibilities associated with safety.

5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Element	Unacceptable	Acceptable	Target
11.1 Knowledge			
Creating a Safe			Х
Learning			
Environment			

**11.1** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an indepth knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

### Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.

5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

7. The teacher evaluates lab and field activities for safety.

8. The teacher evaluates a facility for compliance to safety regulations.

9. The teacher uses safety procedures and documents safety instruction.

10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11. The teacher implements laboratory, field, and demonstration safety techniques.

Element	Unacceptable	Acceptable	Target
11.2 Performance			
Creating a Safe			Χ
Learning			
Environment			

# College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

**11.2** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an indepth ability to model safe practices in the classroom and storage area; 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) document safety instruction; 7) takes action to prevent hazards; 8) adhere to the standards of the science education community for ethical care and use of animals; and 9) uses preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

# *Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.*

# Knowledge

The teacher knows a broad range of laboratory and field techniques.
 The teacher knows strategies to develop students' laboratory and field skills.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge			
Understanding of		X	
Laboratory and			
Field Experiences			

**12.1** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

# Performance

1. The teacher engages students in a variety of laboratory and field techniques.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Element	Unacceptable	Acceptable	Target
12.1 Performance			
Effective Use of		X	
Laboratory and			
<b>Field Experiences</b>			

**12.2** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises

### Areas for Improvement:

Artifacts, candidate interviews and faculty interviews indicate LCSC is providing secondary science candidates with a solid traditional science education. Additionally, the structure of student portfolios and the investigation and field research experiences embedded in some of the science coursework indicate that LCSC is aware of and making an effort to transition to the recently adopted Standards for Science Teachers. However, we can find no evidence that candidates are making this actionable in their practice. This is a general trend throughout the artifacts and interviews. It may be a function of the small number of candidates in this program.

Even though evidence, such as syllabi and interviews, reveal that candidates read about the importance of understanding misconceptions (How Students Learn), we do not find evidence that candidates are demonstrating their knowledge of commonly held misconceptions either in writing lesson plans, nor is it embedded in their teaching or reflections.

Evidence of "engaging students in scientific inquiry" is largely scripted labs.

While candidates read both about recent development in their field and about how people learn science, there is no evidence that students incorporate current research into their lesson plans, teaching, or reflection about teaching.

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# Idaho Standards for Biology

# Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

# Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.

2. The teacher knows the currently accepted taxonomy systems used to classify living things.

3. The teacher understands scientifically accepted theories of how living systems evolve through time.

4. The teacher understands that genetic material and characteristics are passed between generations.

5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems. 10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology		Х	

**1.1** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge

# Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

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5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful		Х	

**1.2** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

# **Recommended Action for Biology Program:**

X Approved Approved Conditionally Not Approved

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### Idaho Standards for Chemistry

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

#### Knowledge

1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.

2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions. 3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.

4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

5. The teacher knows alternative explanations and models of chemistry concepts.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Knowledge of Subject Matter and		X	
Structure of			
Chemistry			

**1.1** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

### Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.

3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful		Х	

# College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

**1.2** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities , that are consistent with curriculum goals and reflect principles of effective instruction.

### **Recommended Action for Chemistry Program:**

X Approved Approved Conditionally Not Approved

College/University: \_Lewis-Clark State College\_ Review Dates: \_November 3-5, 2013\_

# Idaho Standards for Earth and Space Science

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

### Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals.

3. The teacher understands the interaction among mountain building, earthquakes, oceanic

trenches, volcanoes, and continental drift as explained by the theory of plate tectonics.

4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena.

5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astronomic systems.

11. The teacher knows the concepts of weather and climate.

12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Subject Matter and		X	
<b>Structure of Earth</b>			
and Space Science			

**1.1** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science.

# Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.

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3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.

6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects .

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Element	Unacceptable	Acceptable	Target
1.2 Performance			
Making Earth and		Χ	
Space Science			
Meaningful			

**1.2** Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

# **Recommended Action for Earth and Space Science Program:**

X Approved Approved Conditionally Not Approved

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

# Idaho Foundation and Enhancement Standards for Social Studies Teachers

#### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

# Standard 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 has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities).

2. The teacher understands the ways various governments and societies have changed over time.

3. The teacher understands ways in which independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, vision/structure for social justice, and other factors have on worldwide historical processes.

5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.

7. The teacher understands the principles and processes of a democratic society.

8. The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding Subject Matter		X	

**1.1** Interviews with cooperating teachers, candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of the social studies disciplines (i.e.., history, economics, geography, and political science) that they plan to teach and the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, and other factors have on historical processes.

#### Performance

1. The teacher provides opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts.

2. The teacher encourages and guides investigation of various governments and cultures in terms of their diversity, commonalties, and interrelationships.

3. The teacher integrates knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.

4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.

5. The teacher uses primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

**1.2** Interviewing teacher candidates, analyzing lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism.

Standard 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 leadership, group, and cultural influences contribute to intellectual, social, and personal development.

2. The teacher understands the impact of civic engagement on student learning.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding		Χ	
Human			
<b>Development and</b>			
Learning			

**2.1** Interviews with cooperating teachers, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

#### Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	Х		

**2.2** Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide little or no evidence that teacher candidates demonstrate an adequate ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences. Candidates demonstrate a high level of content knowledge; however, artifacts and interviews provided minimal evidence of activities that showed student interaction with the content of the lesson in a meaningful way.

#### Areas for Program Improvement:

An increased focus in methods classes on candidate driven activities that promote student interaction will go far in correcting Standard 2.2: Knowledge of Human Development and Learning. Additionally, candidates should demonstrate in their work samples and artifacts a more in-depth knowledge of accommodations and differentiation.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

#### History

# Standard 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 themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international relations impacted the development of the United States.

4. The teacher understands how significant conflicts defined and continue to define the United States.

5. The teacher understands the political, social, cultural, and economic development of the United States.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world, both Western and non-Western.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding Subject Matter		X	

**1.1** Interviews with cooperating teachers, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

#### Performance

1. The teacher provides opportunities for students to make connections between political, social, cultural, and economic themes and concepts.

2. The teacher enables students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history.

3. The teacher facilitates student inquiry on how international relationships impact the United States.

4. The teacher relates the role of conflicts to continuity and change across time.

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		Х	

**1.2** Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates possess an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time.

#### **Recommended Action for History Program:**

X Approved Approved Conditionally Not Approved

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

#### Bilingual Education and ENL (English as a New Language)

#### Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

#### Knowledge

- 1. The teacher understands the evolution, research, and current practices of bilingual and ENL education.
- 2. The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.
- 3. The teacher understands and knows how to identify differences in bilingual programs and ENL approaches (Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ENL: sheltered English, academic support, tutorial, extended day, etc.).
- 4. The teacher understands the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
- 5. (Bilingual only) The teacher possesses the language competency and fluency in listening, speaking, reading and writing, and vocabulary in English and a second language necessary to facilitate learning in the content area(s) (Federal Requirement).
- 6. (ENL only) The teacher possesses the language competency and fluency in listening, speaking, reading, and writing, and vocabulary in English and/or a second language necessary to facilitate learning in the content area(s) (Federal Requirement)
- 7. (Bilingual only)) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of both English and a second language.
- 8. (ENL only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding		Χ	
Subject Matter			

**1.1** Program requirements outlined in the catalogue, syllabi, and student assignments including Storybook-based Observation and Analysis of Child's Language Sample were reviewed as artifacts of Standard 1.1. Each provide evidence that teacher candidates will be able to demonstrate adequate knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

#### Performance

- 1. The teacher demonstrates the key linguistic structures, articulatory system and vocabulary of the English language.
- 2. The teacher uses knowledge of content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
- 3. The teacher demonstrates an understanding of the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
- 4. (Bilingual only) The teacher designs and implements activities that promote cultural exploration, listening, speaking, reading, and writing skills in both languages.
- 5. (Bilingual only) The teacher uses both English and students' new languages during instruction and facilitates students' use of both languages in the learning process.
- 6. (ENL only) The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

**1.2** Program is currently without completers – no evidence of performance was available to reviewers.

Standard 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 the processes of language acquisition and development, and culture and the role these processes play in students' educational experiences.
- 2. The teacher understands the advantages of biliteracy.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding			
Human		X	
<b>Development and</b>			
Learning			

**2.1** Program requirements outlined in the catalogue, syllabi, and student assignments including ED 436 Conversation with a Non-Native Speaker of English and Playing with Playful Literature assignments were reviewed as artifacts of Standard 2.1. Each provided evidence that teacher candidates understand the processes of language acquisition and development, and culture and the role these processes play in students' educational experiences. The evidence further demonstrates that candidates understand the advantages of biliteracy.

#### Performance

- 1. The teacher plans and delivers instruction using knowledge of the impact of language and culture on human development.
- 2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
- 3. The teacher facilitates students' use of their primary language as a resource to promote academic learning.
- 4. The teacher uses strategies and approaches that promote biliteracy and English language acquisition.

Element	Unacceptable	Acceptable	Target
2.2 Performance			
Provide Opportunities for Development	Х		

**2.2** Program is currently without completers – no evidence of performance was available to reviewers.

# Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

#### Knowledge

- 1. The teacher understands the nuances of culture in structuring academic experiences.
- 2. The teacher understands the distinction between issues of learning disabilities and English language development.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
3.1 Knowledge			
Understanding of		Χ	
Individual Learning			
Needs			

**3.1** Program requirements outlined in the catalogue, syllabi, and student assignments including ED 439 Special Education Issues in the Assessment of CLD Students and ED 434 Building Background assignments were reviewed as artifacts o Standard 3.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of the nuances of culture in structuring academic experiences as well as the distinction between issues of learning disabilities and English language development.

#### Performance

- 1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
- 2. The teacher distinguishes between issues of learning disabilities and English language development.

Element	Unacceptable	Acceptable	Target
3.2 Performance			
Modifying Instruction for Individual Learning Needs	X		

**3.2** Program is currently without completers – no evidence of performance was available to reviewers.

# Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

#### Knowledge

1. The teacher knows how to modify lessons, textbooks, and other instructional materials, which are culturally and linguistically appropriate to facilitate the academic growth of language learners.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding of multiple instructional strategies		Х	

**4.1** Program requirements outline in the catalogue, syllabi, and student assignment including ED 436 lesson Plan Review and ED 439 RTI Strategies Paper were reviewed as artifacts of Standard 4.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of instructional strategies which are culturally and linguistically appropriate to facilitate the academic growth of language learners.

#### Performance

1. The teacher selects, modifies, creates and uses varied culturally and linguistically appropriate resources related to content areas.

Element	Unacceptable	Acceptable	Target
4.2 Performance			
Application of multiple instructional strategies	Х		

**4.2** Program is currently without completers – no evidence of performance was available to reviewers.

# Standard 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.

#### Knowledge

1. The teacher understands the impact of culture on classroom management.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge			
Understanding of Classroom		X	
Motivation and			
Management Skills			

**5.1** Program requirements outline in the catalogue, syllabi, and student assignment including ED 434 Strategies and Scaffolding and ED 435 Becoming and Effective Teacher in a Diverse Society were reviewed as artifacts of Standard 5.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of the impact of culture on the principles of motivation and management for safe and productive student behavior.

### Performance

1. The teacher establishes culturally appropriate climate in the classroom.

Element	Unacceptable	Acceptable	Target
5.2 Performance			
Creating, Managing, and Modifying for Safe and Positive Learning	Х		
Environments			

**5.2** Program is currently without completers – no evidence of performance was available to reviewers.

# Standard 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 that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		Х	

**6.1** Program requirements outline in the catalogue, syllabi, and student assignment including ED 436 Small Group Theme Study were reviewed as artifacts of Standard 6.1. Each provided evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings.

#### Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills	Х		

**6.2** Program is currently without completers – no evidence of performance was available to reviewers.

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

#### Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds into instructional planning.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills	Х		

7.1 No evidence of syllabi or coursework provided.

Standard 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 teaching effectiveness.

#### Knowledge

- 1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
- 2. The teacher understands how to measure language dominance and levels of proficiency.
- 3. The teacher understands the relationship between levels of language proficiency and students' academic performance.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge			
Assessment of		X	
<b>Student Learning</b>			

**8.1** Program requirements outline in the catalogue, syllabi, and student assignment including ED 439 Formative and Summative Assessment Paper and ED 436 SOLOM Student Observation were reviewed as artifacts of Standard 8.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

#### Performance

- 1. The teacher uses a combination of observation and other assessments to make decisions about pre-referral, referral, and placement for the purpose of accessing bilingual/ENL programs.
- 2. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and Interpreting Program and Student Assessment Strategies	X		

**8.2** Program is currently without completers – no evidence of performance was available to reviewers.

Standard 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 importance of family involvement in students' language acquisition in both the school and community.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

**10.1** Program requirements outline in the catalogue, syllabi, and student assignment including ED 436 Interview with an ESL Teacher and RE301 Parent Newsletter were reviewed as artifacts of Standard 10.1. Each provided evidence that teacher candidates demonstrate teacher candidates' understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being.

#### Performance

- 1. The teacher creates linkages with families and the community that promote language acquisition.
- 2. The teacher assists other educators and students in understanding the importance of culture and respect for culturally and linguistically diverse students and families.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
10.2 Performance			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

**10.2** Program is currently without completers – no evidence of performance was available to reviewers.

#### **Recommended Action on Bilingual Education and ENL Program:**

Approved X Approved Conditionally Not Approved

#### **Areas for Improvement:**

For Focused Review, it will be necessary for program to be aligned to most current ENL standards as found on State Department of Education website.

College/University: \_Lewis-Clark State College\_ Review Dates: \_November 3-5, 2013\_

# **Gifted and Talented Education**

#### State Program Approval Rubric for Teacher Preparation Programs

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

# Standard 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 rationale, history, philosophies, and definitions of gifted and talented education.

2. The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.

3. The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.

4. The teacher knows the common controversial issues in gifted and talented education. 5. The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.

6. The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.

7. The teacher understands effective administration and evaluation of gifted and talented programs.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
1.1 Knowledge			
Understanding Subject Matter		X	

**1.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that candidates demonstrate adequate knowledge of the components of gifted and talented education, including student characteristics, philosophy, definitions, goals, program options, identification procedures, and evaluation.

#### Performance

1. The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

2. The teacher uses the district's plan for gifted and talented students to optimize educational opportunities for students.

3. The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		Х	

**1.2** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to implement the components of gifted and talented education.

# Standard 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 the social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

2. The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.

3. The teacher understands the moral and ethical challenges of the gifted and talented student. 4. The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.

College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

Element	Unacceptable	Acceptable	Target
2.1 Knowledge			
Understanding Human		Х	
Development and Learning			

**2.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of social and emotional issues and challenges of gifted and talented students.

#### Performance

1. The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.

2. The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		Х	

**2.2** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to identify, evaluate, develop, and implement strategies to address the social and emotional needs of the gifted and talented student.

# Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs and experiences.

#### Knowledge

1. The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students from a particular culture).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Need		Х	

### College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

**3.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of the exceptional needs of gifted and talented students and how to pace delivery of curriculum and instruction consistent with their needs.

#### Performance

1. The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.

Element	Unacceptable	Acceptable	Target
3.2 Performance			
Modifying Instruction for Individual Learning Needs		Х	

**3.2** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to identify and provide appropriate activities and instructional pace for the exceptional needs of gifted and talented students.

# Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

#### Knowledge

The teacher understands the characteristics of highly creative and highly intellectual students.
 The teacher understands the definitions and theories of intelligence and creativity.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge			
Understanding of multiple instructional strategies		Х	

**4.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of instructional strategies appropriate for the gifted and talented student.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

#### College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

#### Knowledge

1. The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).

2. The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).

3. The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.

4. The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.

5. The teacher understands the array of program options and services available to gifted and talented students.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge			
Instructional		X	
Planning Skills			

**7.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of curriculum design and how to apply differentiated instruction appropriate for gifted and talented students.

#### Performance

1. The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).

2. The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).

3. The teacher designs curriculum that includes content, process, product, and learning

environments commensurate with the abilities of gifted and talented students.

4. The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.

5. The teacher identifies and implements extension and acceleration options for gifted and talented students.

6. The teacher matches student needs with appropriate program options and services.

Element	Unacceptable	Acceptable	Target
7.2 Performance			
Instructional		Χ	
Planning			

**7.2** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to select and

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#### College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Standard 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 teaching effectiveness.

#### Knowledge

1. The teacher understands the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).

2. The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge			
Assessment of		X	
Student Learning			

**8.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of the different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

#### Performance

1. The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).

2. The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Element	Unacceptable	Acceptable	Target
8.2 Performance			
Using and Interpreting Program and Student Assessment Strategies		Х	

### College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

**8.2** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to develop and implement different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

# Standard 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 how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge			
Interacting with		<b>X</b> 7	
Colleagues, Parents, and Community in		Χ	
Partnerships			

**10.1** Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates have an adequate understanding how to collaborate with gifted and talented students, their families, general and special education teachers, and other school staff.

#### Performance

1. The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.

2. The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.

Element	Unacceptable	Acceptable	Target
10.2 Performance			
Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

# College/University: <u>Lewis-Clark State College</u> Review Dates: <u>November 3-5, 2013</u>

**10.2** Review of program requirements per college catalog, course syllabi and candidate work samples shows sufficient evidence was not provided to verify that teacher candidates demonstrate the ability to collaborate with colleagues in adapting curriculum to meet the needs of the gifted and talented student.

Recommended Action on Gifted and Talented Education Program:

X Approved Approved Conditionally Not Approved

#### NCATE/PSC Accreditation Interview Participants

LCSC Employees Mary Flores Heather Henson-Ramsey Chris Riggs Tony Fernandez Lori Stinson Sue Niewenhous

#### **Education Division**

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Wendy Ruchti Joe Kelly Deb Hedeen Christina Linder Katie Rhodenbaugh

#### SUBJECT

University of Idaho; Proposed Online Teaching Endorsement and English as a New Language Endorsement Programs.

#### APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

#### BACKGROUND/DISCUSSION

#### Online Teaching Endorsement

The field of online teaching and learning is showing an annual dramatic increase giving need for teachers having hands-on experience in the online environment as both student and teacher. The State of Idaho, recognizing this demand and desiring to assure qualified teachers in online programs, has implemented an Online Teaching Endorsement to support teacher certification in the content areas. This endorsement includes both coursework and internship in the online environment, identifying ten widely accepted state standards that must be met.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by U of I. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its May 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Online Teaching Endorsement program offered through U of I. With the conditionally approved status, U of I may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

#### English as a New Language Endorsement

The demand for English as a New Language (ENL) teachers has continued to increase in Idaho. In order to help meet the current demand, U of I has submitted a proposal to offer an ENL endorsement program.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the ENL Endorsement program proposed by U of I. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for ENL Teachers would be met and/or surpassed through the proposed program.

During its May 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Online Teaching Endorsement

program offered through U of I. With the conditionally approved status, U of I may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

#### IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, U of I must have all new programs reviewed for State approval.

#### ATTACHMENTS

Attachment 1 – U of I OT Endorsement Packet	Page 3

Attachment 2 – U of I ENL Endorsement Packet Page 63

#### STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

#### **BOARD ACTION**

I move to accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through the University of Idaho.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

I move to accept the Professional Standards Commission recommendation to conditionally approve the English as a New Language Endorsement program offered through the University of Idaho.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

# **Proposed K-12 Online Teaching Endorsement Program of Study**

University of Idaho Department of Curriculum and Instruction

Submitted by: Corinne Mantle-Bromley Dean, College of Education

The Department of Curriculum and Instruction at the University of Idaho seeks approval to implement an Online Teaching Endorsement (OTE) program of study. As a major preparer of Idaho teachers, the University of Idaho can greatly increase the online teaching competency of Idaho's teacher workforce by implementing this program of study as an initial endorsement area for teacher education students or as an add-on endorsement area to practicing teachers.

This program of study would consist of three (3) existing undergraduate courses and four (4) new graduate level courses targeted at senior-level teacher education students and practicing teachers. The twelve (12) Masters-level credits associated with this endorsement could be applied to a Master's degree.

Required courses would include the following:

#### **CTE 104: Input Technologies for the 21st Century (3 Credits)**

Skill development in microcomputer applications and input technologies. Course content is reflective of current trends in Business Education programs. Skills include but are not limited to document preparation, intermediate to advanced keyboarding, voice recognition, exposure to emerging technologies as well as review of foundational skills. Recommended Preparation: Minimum typing speed of 25 wpm.

**CTE 111: Computer Skills (3 Credits)** 

Fundamentals of computing; modules on telecommunications, hardware and software components, basic computing applications, and current computing trends.

#### EDCI 410: Technology, Teaching and Learning (2 Credits)

Specific methods, research, and strategies providing proficiency in relevant technology skills and practices to enhance classroom management and instruction.

#### EDCI 5X1: Theoretical Foundations of Online Learning (3 Credits)

This course provides an overview of theoretical issues surrounding online learning, including considerations of new technologies, socio-cultural diversity, learning theories, pedagogical approaches, and emerging trends.

#### EDCI 5X2: Online Course Design (3 Credits)

This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.

#### EDCI 5X3: Open Education (3 Credits)

This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.

#### EDCI 595: Practicum in Online Learning (3 Credits)

This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K12 students in an authentic online setting.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for Online Teachers. A detailed alignment map of course artifacts and performance assessments to online teaching standards is provided in the Framework for Teaching table.

# **Framework for Teaching Table**

Institution: University of Idaho Program: Curriculum & Instruction		
Framework for Teaching Domain #1: Planning and Preparation (Correlated to Idaho Core Teacher Standards 1, 2, and 7)		
<b>Standard #1: Knowledge of Online Education -</b> The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.		
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Disposition #1</b> : The online teacher realizes that online education is not a fixed body of	Theoretical Foundations of Online Learning	Performance task: Online teaching statement, Phase 1
knowledge but is complex and ever evolving.	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Disposition #2</b> : The online teacher has enthusiasm for online education and the	Theoretical Foundations of Online Learning	Performance task: Online teaching statement, Phase 1
potential to positively impact student learning.	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Knowledge #1</b> : The online teacher understands the current standards for best	Theoretical Foundations of Online Learning	Reading and reflection: Best practices for online teaching
practices in online teaching and learning.		Reading and reflection: Emerging standards
	Online Course Design	Reading and reflection: Best practices for course design
Knowledge #2: The online teacher	Theoretical Foundations of Online Learning	Reading and reflection: History of online learning
understands the role of online teaching in preparing students for the global community		Reading and reflection: Technology, society, and education

of the future.		Reading and reflection: Emerging standards
	Open Education	Reading and reflection: Connectivism
Knowledge #3: The online teacher	Theoretical Foundations of Online Learning	Reading and reflection: Theories of online learning
understands concepts, assumptions, debates,		Reading and reflection: History of online learning
processes of inquiry, and ways of knowing that are central to the field of online teaching		Reading and reflection: Technology, society, and education
and learning.		Reading and reflection: Constructivism,
		constructionism, and online learning
	Online Course Design	Reading and reflection: Methods of online assessment
		Reading and reflection: The great media debate
	Open Education	Reading and reflection: Connectivism
		Reading and reflection: Open educational
		resources
		Performance task: Online debate
Knowledge #4: The online teacher	Theoretical Foundations of Online Learning	Reading and reflection: History of online learning
understands the relationship between online education and other subject areas and real life		Reading and reflection: Technology, society, and education
situations.	Open Education	Reading and reflection: Connectivism
		Reading and reflection: Personal learning networks
Knowledge #5: The online teacher	Theoretical Foundations of Online Learning	Reading and reflection: History of online learning
understands the relationship between online teaching and advancing technologies.		Reading and reflection: Technology, society, and education
		Reading and reflection: Constructivism,
		constructionism, and online learning
	Open Education	Reading and reflection: Personal learning networks
		Reading and reflection: Personal learning environments

<b>Knowledge #6</b> : The online teacher understands appropriate uses of technologies	Theoretical Foundations of Online Learning	Reading and reflection: Best practices for online teaching
to promote student learning and engagement with the content.	Online Course Design	Reading and reflection: Best practices for course design
		Reading and reflection: Methods of online assessment
		Reading and reflection: The great media debate
<b>Knowledge #7</b> : The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).	Theoretical Foundations of Online Learning	Reading and reflection: Best practices for online teaching
	Online Course Design	Reading and reflection: Best practices for course design
		Reading and reflection: Models of blended learning
<b>Performance #1</b> : The online teacher utilizes	Online Course Design	Performance task: Course module evaluation
current standards for best practices in online teaching to identify appropriate instructional	Open Education	Performance task: Open educational resource evaluation
processes and strategies.	Practicum in Online Learning	Performance task: Module delivery reflection
<b>Performance #2</b> : The online teacher	Online Course Design	Performance task: Course module development
demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).	Open Education	Performance task: Discussion leadership and reflection
		Performance task: Open educational resource development
	Practicum in Online Learning	Performance task: Module delivery
<b>Performance #3</b> : The online teacher	Online Course Design	Performance task: Course module development
demonstrates application of emerging technologies for teaching and learning (e.g.,	Open Education	Performance task: Discussion leadership and reflection
blogs, wikis, content creation tools, mobile technologies, virtual worlds).		Performance task: Open educational resource development

<b>Performance #4</b> : The online teacher demonstrates application of advanced	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson plan transformation
troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).	Open Education	Performance task: Create your own OER library
<b>Performance #5</b> : The online teacher demonstrates the use of design methods and	Open Education	Performance task: Discussion leadership and reflection
standards in course/document creation and delivery.		Performance task: Open educational resource evaluation
	Practicum in Online Learning	Performance task: Module delivery
<b>Performance #6</b> : The online teacher demonstrates knowledge of access, equity	Theoretical Foundations of Online Learning	Performance task: Online teaching statement, Phase 1
(digital divide) and safety concerns in online	Open Education	Performance task: Create your own OER library
environments.	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Standard #2: Knowledge of Human Develop</b> opportunities that support their intellectual, so	<b>coment and Learning -</b> The teacher understands cial, and personal development.	how students learn and develop, and provides
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
	Coursework and/or Equivalent ExperienceOnline Course Design	Artifacts & Performance AssessmentsPerformance task: Course module design
<b>Performance #1</b> : The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group		
<b>Performance #1</b> : The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).	Online Course Design	Performance task: Course module design
Idaho Content Area Standards Performance #1: The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities). Performance #2: The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).	Online Course Design Practicum in Online Learning	Performance task: Course module design Performance task: Module delivery

demonstrates knowledge of motivational		Performance task: Motivational analysis
theories and how they are applied to online		Performance task: Motivational blended lesson
learning environments.		plan transformation
	Practicum in Online Learning	Performance task: Module delivery reflection
<b>Performance #4</b> : The online teacher	Theoretical Foundations of Online Learning	Performance task: UDL blended lesson plan
constructs learning experiences that take into		transformation
account students' physical, social, emotional,	Open Education	Performance task: Open educational resource
moral, and cognitive development to		evaluation
influence learning and instructional decisions.	Practicum in Online Learning	Performance task: Module delivery reflection
{Physical (e.g., Repetitive Use Injuries, Back		
and Neck Strain); Sensory Development		
(e.g.Hearing, Vision, Computer Vision		
Syndrome, Ocular Lock); Conceptions of		
social space (e.g.Identity Formation,		
Community Formation, Autonomy);		
Emotional (e.g.Isolation, cyber-bullying);		
Moral (i.e Enigmatic communities,		
Disinhibition effect, Cognitive, Creativity)}.		
Standard #7: Instructional Planning Skills -	The online teacher plans and prepares instruction	on based upon knowledge of subject matter,
students, the community, and curriculum goals		
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Performance #1</b> : The online teacher clearly	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson
communicates to students stated and		plan transformation
measurable objectives, course goals, grading		Performance task: UDL blended lesson plan
criteria, course organization and expectations.		transformation
	Online Course Design	Performance task: Course module design
		Performance task: Course module introductory
		video
	Practicum in Online Learning	Performance task: Module delivery

<b>Performance #2</b> : The online teacher	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson
maintains accuracy and currency of course		plan transformation
content, incorporates internet resources into course content, and extends lesson activities.		Performance task: UDL blended lesson plan transformation
	Online Course Design	Performance task: Course module introductory video
	Open Education	Performance task: Create your own OER library
	Practicum in Online Learning	Performance task: Mentor support and reflection
<b>Performance #3</b> : The online teacher designs and develops subject-specific online content.	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson plan transformation
		Performance task: UDL blended lesson plan transformation
	Online Course Design	Performance task: Course module design
		Performance task: Course module development
	Open Education	Performance task: Create your own OER library
		Performance task: Open educational resource development
<b>Performance #4</b> : The online teacher uses multiple forms of media to design course	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson plan transformation
content.		Performance task: UDL blended lesson plan transformation
	Online Course Design	Performance task: Course module design
		Performance task: Course module introductory video
	Open Education	Performance task: Create your own OER library
<b>Performance #5</b> : The online teacher designs	Online Course Design	Performance task: Course module design
course content to facilitate interaction and discussion.	Open Education	Performance task: Discussion leadership and reflection
<b>Performance #6</b> : The online teacher designs	Online Course Design	Performance task: Course module design

course content that complies with intellectual	Open Education	Performance task: Create your own OER library	
property rights and fair use standards.		Performance task: Open educational resource	
		development	
Framew	ork for Teaching Domain #2: The Classroom	Environment	
	(Correlated to Idaho Core Teacher Standar	d 5)	
Standard #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 i	n learning, and self-motivation.	
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments	
<b>Performance #1</b> : The online teacher	Open Education	Performance task: Discussion leadership and	
establishes a positive and safe climate in the		reflection	
classroom and participates in maintaining a		Performance task: Online debate	
healthy environment in the school or program	Practicum in Online Learning	Performance task: Module delivery	
as a whole (e.g., digital etiquette, Internet			
safety, Acceptable Use Policy [AUP]).			
<b>Performance #2</b> : The online teacher	Practicum in Online Learning	Performance task: Mentor support and reflection	
performs management tasks (e.g., tracks			
student enrollments, communication logs,		Performance task: Module delivery reflection	
attendance records, etc.).			
<b>Performance #3</b> : The online teacher uses	Open Education	Performance task: Discussion leadership and	
effective time management strategies (e.g.,		reflection	
timely and consistent feedback, provides	Practicum in Online Learning	Performance task: Module delivery	
course materials in a timely manner, use			
online tool functionality to improve		Performance task: Module delivery reflection	
instructional efficiency).			
	Framework for Teaching Domain #3: Instruction and Assessment		
(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)			
Standard #3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and			
creates instructional opportunities that are adapted to learners with diverse needs.			
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments	
<b>Disposition #1</b> : The online teacher is familiar	Theoretical Foundations of Online Learning	Reading and reflection: UDL and AIMS	

with legal mandates stipulated by the Americans with Disabilities Act (ADA), the		Performance task: Online teaching statement, Phase 1
Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.	Open Education	Performance task: Open educational resource evaluation
	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Performance #1</b> : The online teacher knows	Theoretical Foundations of Online Learning	Reading and reflection: UDL and AIMS
how adaptive/assistive technologies are used to help people who have disabilities gain		Performance task: UDL blended lesson plan transformation
access to information that might otherwise be inaccessible.	Open Education	Performance task: Open educational resource evaluation
<b>Performance #2</b> : The online teacher modifies, customizes and/or personalizes	Theoretical Foundations of Online Learning	Performance task: UDL blended lesson plan transformation
activities to address diverse learning styles, working strategies and abilities (e.g., provide	Open Education	Performance task: Open educational resource development
multiple paths to learning objectives, differentiate instruction, strategies for non- native English speakers).	Practicum in Online Learning	Performance task: Module delivery
<b>Performance #3</b> : The online teacher coordinates learning experiences with adult	Open Education	Performance task: Discussion leadership and reflection
professionals (e.g., parents, local school contacts, mentors).	Practicum in Online Learning	Performance task: Module delivery
	•	eacher uses a variety of communication techniques
including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.		
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Disposition #1</b> : The online teacher recognizes the importance of verbal	Theoretical Foundations of Online Learning	Reading and reflection: Best practices for online teaching
(synchronous) as well as nonverbal (asynchronous) communication.		Performance task: Online teaching statement, Phase 1

	Online Course Design	Reading and reflection: Best practices for course
		design
		Reading and reflection: Models of blended
		learning
	Practicum in Online Learning	Performance task: Online teaching statement,
		Phase 2
Performance #1: The online teacher is a	Open Education	Performance task: Discussion leadership and
houghtful and responsive communicator.		reflection
		Performance task: Online debate
	Practicum in Online Learning	Performance task: Mentor support and reflection
		Performance task: Module delivery
Performance #2: The online teacher models	Open Education	Performance task: Discussion leadership and
effective communication strategies in		reflection
conveying ideas and information and in		Performance task: Online debate
sking questions to stimulate discussion and	Practicum in Online Learning	Performance task: Module delivery
promote higher-order thinking (e.g.,		
discussion board facilitation, personal		
communications, and web conferencing). Performance #3: The online teacher	Online Course Design	Darforman og tasla Course medale introductore
demonstrates the ability to communicate	Online Course Design	Performance task: Course module introductory video
effectively using a variety of mediums.	Onen Education	Performance task: Discussion leadership and
encenvery using a variety of mediums.	Open Education	reflection
		Performance task: Online debate
	Practicum in Online Learning	Performance task: Module delivery
<b>Performance #4</b> : The online teacher adjusts	Open Education	Performance task: Discussion leadership and
communication in response to cultural	open Education	reflection
lifferences (e.g., wait time and authority).		Performance task: Online debate
	Practicum in Online Learning	Performance task: Module delivery
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Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Performance #1</b> : The online teacher selects, constructs, and uses a variety of formal and	Theoretical Foundations of Online Learning	Performance task: UDL blended lesson plan transformation
informal assessment techniques (e.g.,	Online Course Design	Performance task: Course module development
observation, portfolios of student work,	Practicum in Online Learning	Performance task: Mentor support and reflection
online teacher-made tests, performance tasks,		Performance Task: Student Formal Assessment
projects, student self-assessment, peer assessment, standardized tests, tests written in		Performance Task: Student Informal Assessment
primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.		Performance task: Module delivery
<b>Performance #2</b> : The online teacher enlists	Online Course Design	Performance task: Course module development
multiple strategies for ensuring security of	Practicum in Online Learning	Performance task: Mentor support and reflection
online student assessments and assessment		Performance Task: Student Formal Assessment
data.		Performance Task: Student Informal Assessment
		Performance task: Module delivery reflection
	ork for Teaching Domain #4: Professional Re orrelated to Idaho Core Teacher Standards 9	-
Standard #4: Multiple Instructional Strateg students' critical thinking, problem solving, and	<b>ies -</b> The online teacher understands and uses a v d performance skills.	variety of instructional strategies to develop
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Disposition #1</b> : The online teacher promotes student autonomy, independence and	Theoretical Foundations of Online Learning	Performance task: Online teaching statement, Phase 1
responsibility for lesson mastery.	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Disposition #2</b> : The online teacher promotes, supports, and models creative and innovative	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson plan transformation
thinking, and inventiveness.		Performance task: Online teaching statement, Phase 1

	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Disposition #3</b> : The online teacher promotes	Online Course Design	Performance task: Course module design
student reflection using collaborative tools to reveal and clarify students' conceptual	Open Education	Performance task: Discussion leadership and reflection
understanding and thinking, planning, and creative processes.	Practicum in Online Learning	Performance task: Module delivery
Knowledge #1: The online teacher	Theoretical Foundations of Online Learning	Reading and reflection: Theories of online learning
understands the techniques and applications of various online instructional strategies (e.g.,		Reading and reflection: Best practices for online teaching
discussion, student-directed learning, collaborative learning, lecture, project-based		Reading and reflection: Constructivism, constructionism, and online learning
learning, forum, small group work).	Online Course Design	Reading and reflection: Best practices for course design
	Open Education	Reading and reflection: Connectivism
		Reading and reflection: Personal learning networks
		Reading and reflection: Personal learning environments
Knowledge #2: The online teacher	Online Course Design	Reading and reflection: Systems of course delivery
understands appropriate uses of learning and/or content management systems for student learning.	Open Education	Reading and reflection: Open educational resources
		Reading and reflection: Personal learning networks
		Reading and reflection: Personal learning environments
<b>Performance #1</b> : The online teacher	Online Course Design	Performance task: Course module evaluation

evaluates methods for achieving learning	Practicum in Online Learning	Performance task: Module delivery reflection
goals and chooses various teaching strategies,		
materials, and technologies to meet		
instructional purposes and student needs.		
(e.g., online teacher-gathered data and student		
offered feedback).		
<b>Performance #2</b> : The online teacher uses	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson
student-centered instructional strategies to		plan transformation
engage students in learning. (e.g., Peer-based	Online Course Design	Performance task: Course module design
learning, peer coaching, authentic learning	Practicum in Online Learning	Performance task: Module delivery
experiences, inquiry-based activities,		
structured but flexible learning environment,		
collaborative learning, discussion groups,		
self-directed learning, case studies, small		
group work, collaborative learning, and		
guided design)		
<b>Performance #3</b> : The online teacher uses a	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson
variety of instructional tools and resources to		plan transformation
enhance learning (e.g., LMS/CMS, computer		Performance task: UDL blended lesson plan
directed and computer assisted software,		transformation
digital age media).	Online Course Design	Performance task: Course module development
	Open Education	Performance task: Open educational resource
		development
	Practicum in Online Learning	Performance task: Module delivery
Standard #9: Professional Commitment and	Responsibility - The online teacher is a reflect	ive practitioner who demonstrates a commitment to
professional standards and is continuously eng	aged in purposeful mastery of the art and science	e of online teaching.
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Disposition #1</b> : The online teacher	Theoretical Foundations of Online Learning	Performance task: Online teaching statement,
recognizes his/her professional responsibility		Phase 1

to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community.	Practicum in Online Learning	Performance task: Online teaching statement, Phase 2
<b>Knowledge #1</b> : The online teacher understands the need for professional activity	Theoretical Foundations of Online Learning	Reading and reflection: Informal and lifelong learning
and collaboration beyond school (e.g.	Open Education	Reading and reflection: Personal learning networks
professional learning communities).		Reading and reflection: Personal learning environments
<b>Knowledge #2</b> : The online teacher knows how educational standards and curriculum	Theoretical Foundations of Online Learning	Reading and reflection: Best practices for online teaching
align with 21st century skills.		Reading and reflection: Emerging standards
	Online Course Design	Reading and reflection: Best practices for course design
<b>Performance #1</b> : The online teacher adheres	Practicum in Online Learning	Performance task: Mentor support and reflection
to local, state, and federal laws and policies (e.g., FERPA, AUP's).		Performance task: Module delivery reflection
<b>Performance #2</b> : The online teacher has	Online Course Design	Performance task: Course module evaluation
participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.	Open Education	Performance task: Open educational resource development
<b>Performance #3</b> : The online teacher demonstrates alignment of educational	Theoretical Foundations of Online Learning	Performance task: Motivational blended lesson plan transformation
standards and curriculum with 21st century technology skills.		Performance task: UDL blended lesson plan transformation
<b>Standard #10: Partnerships -</b> The online tead community to support students' learning and w		with colleagues, parents, and other members of the
Idaho Content Area Standards	Coursework and/or Equivalent Experience	Artifacts & Performance Assessments
<b>Performance #1</b> : The online teacher interacts	Open Education	Reading and reflection: Personal learning networks

in a professional, effective manner with		Performance task: Discussion leadership and
colleagues, parents, and other members of the		reflection
community to support students' learning and		Performance task: Online debate
well being.	Practicum in Online Learning	Performance task: Mentor support and reflection

## UNIVERSITY CURRICULUM COMMITTEE Curriculum Change Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, <u>ctibbals@uidaho.edu</u> for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by <u>October 15<sup>th</sup></u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

#### **Submission Information**

College:	College of Education
Department/Unit:	Curriculum & Instruction Department
Dept/Unit Approval Date:	
College Approval Date:	

#### **Curriculum Information**

Degree:	B.S.Ed.
Major:	Elementary or Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Online Teaching Endorsement

Curriculum:

#### ONLINE TEACHING

20-Credit Hour Online Teaching Endorsement		
CTE 104 Input Technologies for the 21st Century	3 Credits	Existing course
CTE 111 Computer Skills	3 Credits	Existing course
EDCI 410: Technology, Teaching and Learning	2 Credits	Existing course
EDCI 5X1 Theoretical Foundations of Online Learning	3 Credits	New course
EDCI 5X2 Online Course Design	3 Credits	New course
EDCI 5X3 Open Education	3 Credits	New course
EDCI 595 Practicum in Online Learning	3 Credits	New course

#### **Rationale Information**

Rationale for approval of this request; include any relevant assessment information pertinent to the proposed change in this program:

As more teaching is moved to online and hybrid settings, it is essential that the Idaho teacher workforce is prepared to effectively teach online, and as a major preparer of Idaho teachers, the University of Idaho can greatly increase the online teaching competency of Idaho's teacher workforce by implementing this program of study as an initial endorsement area for teacher education students or as an add-on endorsement area to practicing teachers.

This program of study would consist of three (3) existing undergraduate courses and four (4) new graduate level courses targeted at senior-level teacher education students and practicing teachers. The twelve (12) Masters-level credits associated with this endorsement could be applied to a Master's degree.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for Online Teachers, and successful completion will exemplify their ability to teach effectively in online settings.

**CONSENT - SDE** 

## Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

## UNIVERSITY CURRICULUM COMMITTEE Add a Course Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, <u>ctibbals@uidaho.edu</u> for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by <u>October 15<sup>th</sup></u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

#### **Submission Information**

College:of Education	
Department&Unistruction De	epartment
Deeputaugi 12 Ap200 4al Date:	
Camhleagney A2pp 200/1a4 Date:	

#### **Course Information**

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

ED@be Subject Prefix:	
6205urse Number:	
Ecautiseu Tritie: Online Learn	ing
Short Course Title (If the co	ourse title is longer than 30 characters):

	Course Credits:	
		conjunction with Idaho Distance Learning Academy (IDLA) and provides to teach and assess K12 students in an authentic online setting.
		Design & EDCI 5X3: Open Education; Senior-status in teacher preparation s in an education-related field
	Sonese Co-requisites:	

#### **Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Ndd, Drop, or Change of Status:	
ØfAss-Listed Course(s):	
No Ant-Listed Course(s):	
<b>Nate</b> the affected Units approved of this change:	

### **Cooperative Course Approval (If Applicable)**

UCC Approval Request – Add a Course Page 1 of 2 Updated 5/21/2014

TAB 12 Page 21

**Cooperatively offered** courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- Support partnerships -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status:	N/A
Cooperative Institution:	N/A
Rationale for request:	N/A

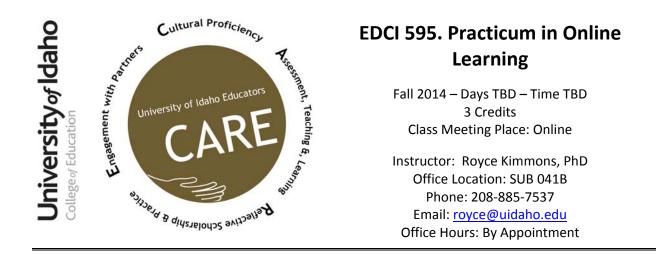
#### **Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course of the Curriculum & Instruction Department's new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

## Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	



Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

### **College Vision**

Idaho's Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

#### **College Mission**

The University of Idaho's College of Education is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12

academic achievement, human development and wellness, global awareness, and progress in professional practice.

#### **Conceptual Framework**

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship & Practice; and, Engagement in Community Building & Partnerships.

### **Course Description**

This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K12 students in an authentic online setting.

This course serves as the final course for the Curriculum & Instruction Department's Online Teaching Endorsement. All other endorsement courses are prerequisites for this course.

#### **Course Goal and Expectations**

#### **Course Objectives**

#### As taken from the Idaho Standards for Online Teachers [ISOT].

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to learners with diverse needs (ISOT #3).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (ISOT #5).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (ISOT #8).

- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).
- Interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being (ISOT #10).

### **Goals of Curriculum and Instruction**

- **Philosophy and Educational Organizations** CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- **Curriculum** CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation CI Masters degree graduates analyze and understand the various
  roles of multiple types of assessments for monitoring, evaluating and responding to student
  learning; they understand, develop, use and critique formal, informal, and performance
  assessment techniques, including local, state, and national assessment systems to improve
  student learning.
- **Research** CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
- **Diversity** CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- **Subject Knowledge** CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

### **Required Readings and Learning Resources**

This course does not have any established reading assignments, though the instructor may provide supplemental readings as necessary.

### **Optional Readings and Learning Resources**

Given the nature of this course's materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

### Learning Activities and Assignments

This practicum will focus on the student practicing skills in an authentic K12 online learning context.

Performance tasks and assessments will be completed during the course of the semester. Performance tasks for this course with accompanying standards include:

- Mentor support and reflection
  - OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
  - OTE.5.P.2: The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
  - OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.
  - OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
  - OTE.9.P.1: The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
- Student Formal Assessment
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
- Student Informal Assessment
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
- Module delivery
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
  - OTE.1.P.5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

- OTE.2.P.1: The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
- OTE.2.P.2: The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
- OTE.3.P.2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
- OTE.3.P.3: The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).
- OTE.4.D.3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students? conceptual understanding and thinking, planning, and creative processes.
- OTE.4.P.2: The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
- OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
- OTE.5.P.1: The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
- OTE.5.P.3: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).
- OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.
- OTE.6.P.2: The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
- OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
- OTE.6.P.4: The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).
- OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
- OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
- Module delivery reflection
  - OTE.1.P.1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

- OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
- OTE.2.P.4: The online teacher constructs learning experiences that take into account students? physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.
- OTE.4.P.1: The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
- OTE.5.P.2: The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
- OTE.5.P.3: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).
- OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
- OTE.9.P.1: The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
- Online teaching statement, Phase 2
  - OTE.1.D.1: The online teacher realizes that online education is not a fixed body of knowledge but is complex and ever evolving.
  - OTE.1.D.2: The online teacher has enthusiasm for online education and the potential to positively impact student learning.
  - OTE.1.P.6: The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.
  - OTE.3.D.1: The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.
  - OTE.4.D.1: The online teacher promotes student autonomy, independence and responsibility for lesson mastery.
  - OTE.4.D.2: The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.
  - OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
  - OTE.9.D.1: The online teacher recognizes his/her professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community.

## Field Work

This course will not include any field work.

## **Grading Policy**

Attendance and participation will account for 20% of the final grade.

Reading reflections and responses will account for 20% of the final grade.

Performance tasks will account for 60% of the final grade.

Final grades and all graded assignments will use the following scale:

Letter Grade	Percent
Α	90-100
В	80-89
С	70-79
D	65-69
F	0-64

## **Academic Integrity**

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

### **Suggested Course Schedule of Activities Format**

The instructor and students will co-construct the course schedule of activities (along with due dates for major assignments and readings) on the first day of class.

### University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

### University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsh. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

### Library Resources (On Campus Classes)

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren't sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, <u>rattebur@uidaho.edu</u>. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit <u>http://www.lib.uidaho.edu</u> for email or IM assistance.

### Library Resources (Distance Education/Centers Classes)

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library's Off-Campus Access webpage at <a href="http://www.lib.uidaho.edu/offcampus/index.html">http://www.lib.uidaho.edu/offcampus/index.html</a>. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email <a href="http://www.lib.uidaho.edu">libref@uidaho.edu</a>, text 208-856-0814, or IM from <a href="http://www.lib.uidaho.edu">http://www.lib.uidaho.edu</a>, text 208-856-0814, or IM from <a href="http://www.lib.uidaho.edu">http://www.lib.uidaho.edu</a>, text 208-856-0814, or IM from <a href="http://www.lib.uidaho.edu">http://www.lib.uidaho.edu</a>. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or <a href="mailto:rattebur@uidaho.edu">rattebur@uidaho.edu</a>.

## UNIVERSITY CURRICULUM COMMITTEE Add a Course Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, <u>ctibbals@uidaho.edu</u> for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by <u>October 15<sup>th</sup></u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

#### **Submission Information**

College:	College of Education
Department/Unit:	Curriculum & Instruction Department
Dept/Unit Approval Date:	January 21, 2014
College Approval Date:	January 27, 2014

#### **Course Information**

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Course Subject Prefix:	EDCI
Course Number:	5X1
Course Title:	Theoretical Foundations of Online Learning
Short Course Title (If the course title is longer than 30 characters):	

T H E O R . F O U N D . O N L I N E L	E A R N I N G

Course Credits:	3
Course Description:	This course provides an overview of theoretical issues surrounding online learning, including considerations of new technologies, socio-cultural diversity, learning theories, pedagogical approaches, and emerging trends.
Course Prerequisites:	Senior-status in teacher preparation program or Graduate-status in an education-related field
Course Co-requisites:	None

#### **Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status:	N/A
Cross-Listed Course(s):	N/A
Joint-Listed Course(s):	N/A
Date the affected Units approved of this change:	N/A

UCC Approval Request – Add a Course Page 1 of 2 Updated 5/21/2014

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### **Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- Support partnerships -- funded research/grants.
- Provide efficiencies -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status:	N/A
Cooperative Institution:	N/A
Rationale for request:	N/A

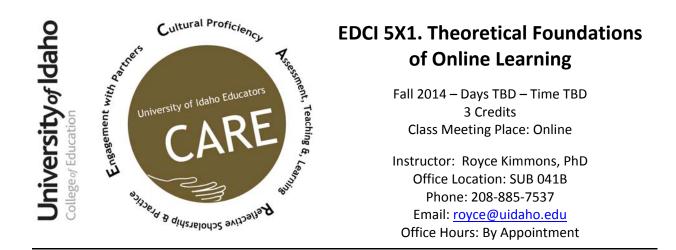
#### **Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course for the Curriculum & Instruction Department's new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

## Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	



Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

#### **College Vision**

Idaho's Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

#### **College Mission**

The University of Idaho's College of Education is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12

academic achievement, human development and wellness, global awareness, and progress in professional practice.

#### **Conceptual Framework**

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship & Practice; and, Engagement in Community Building & Partnerships.

### **Course Description**

This course provides an overview of theoretical issues surrounding online learning, including considerations of new technologies, socio-cultural diversity, learning theories, pedagogical approaches, and emerging trends.

#### **Course Goal and Expectations**

#### **Course Objectives**

As taken from the Idaho Standards for Online Teachers [ISOT].

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to learners with diverse needs (ISOT #3).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (ISOT #8).
- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).

## **Goals of Curriculum and Instruction**

- *Philosophy and Educational Organizations* CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- **Curriculum** CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation CI Masters degree graduates analyze and understand the various
  roles of multiple types of assessments for monitoring, evaluating and responding to student
  learning; they understand, develop, use and critique formal, informal, and performance
  assessment techniques, including local, state, and national assessment systems to improve
  student learning.
- Research CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
- **Diversity** CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- **Subject Knowledge** CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

### **Required Readings and Learning Resources**

This course espouses the values of open education and utilizes open educational resources to achieve its objectives. As such, all necessary reading materials will be provided to students at no cost.

Students will complete reading assignments on the following topics (addressing the listed standards):

- Theories of online learning
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
- Emerging standards
  - OTE.1.K.1: The online teacher understands the current standards for best practices in online teaching and learning.
  - OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
  - OTE.9.K.2: The online teacher knows how educational standards and curriculum align with 21st century skills.

- Informal and lifelong learning
  - OTE.9.K.1: The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).
- UDL and AIMS
  - OTE.3.D.1: The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.
  - OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
- Motivational theories
  - OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
- Constructivism, constructionism, and online learning
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
- Technology, society, and education
  - OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.
  - OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
- Best practices for online teaching
  - OTE.1.K.1: The online teacher understands the current standards for best practices in online teaching and learning.
  - OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
  - OTE.1.K.7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  - OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
  - OTE.9.K.2: The online teacher knows how educational standards and curriculum align with 21st century skills.
- History of online learning

- OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
- OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
- OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.
- OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.

### **Optional Readings and Learning Resources**

Given the nature of this course's materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

### Learning Activities and Assignments

Students will attend synchronous online class sessions and group meetings (e.g., working groups and discussion groups). Attendance will be taken for these meetings and will count toward the final attendance and participation grade.

Students will reflect on their reading assignments in blogs and via other asynchronous media and will respond to one another. These reflections and responses will be graded for completeness.

Performance tasks will be completed during the course of the semester and may require individual completion or team completion. Performance tasks for this course with accompanying standards include:

- Motivational analysis
  - OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
- Motivational blended lesson plan transformation
  - OTE.1.P.4: The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
  - OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
  - OTE.4.D.2: The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.
  - OTE.4.P.2: The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
  - OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
  - OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

- OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
- OTE.7.P.3: The online teacher designs and develops subject-specific online content.
- OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
- OTE.9.P.3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.
- UDL blended lesson plan transformation
  - OTE.2.P.4: The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.
  - OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
  - OTE.3.P.2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
  - OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
  - OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
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  - OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.9.P.3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.
- Online teaching statement, Phase 1
  - OTE.2.P.4: The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

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- OTE.9.P.3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

### **Field Work**

This course will not include any field work.

#### **Grading Policy**

Attendance and participation will account for 20% of the final grade.

Reading reflections and responses will account for 20% of the final grade.

Performance tasks will account for 60% of the final grade.

Final grades and all graded assignments will use the following scale:

Letter Grade	Percent
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D	65-69
F	0-64

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The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

## **Suggested Course Schedule of Activities Format**

The instructor and students will co-construct the course schedule of activities (along with due dates for major assignments and readings) on the first day of class.

## University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

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## UNIVERSITY CURRICULUM COMMITTEE Add a Course Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, <u>ctibbals@uidaho.edu</u> for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by <u>October 15<sup>th</sup></u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

#### **Submission Information**

College:	College of Education
Department/Unit:	Curriculum & Instruction Department
Dept/Unit Approval Date:	January 21, 2014
College Approval Date:	January 27, 2014

#### **Course Information**

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Course Subject Prefix:	EDCI				
Course Number:	5X2				
Course Title:	Online Course Design				
Short Courses Title (If the source title is langer than 20 sharestore):					

Short Course Title (If the course title is longer than 30 characters):

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U	IN	L .		IN	L .	U	U	0		0	L .		L .	0		0	IN					

Course Credits:	3
Course Description:	This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.
Course Prerequisites:	EDCI 5X1: Theoretical Foundations of Online Learning; Senior-status in teacher preparation program or Graduate-status in an education-related field
Course Co-requisites:	None

#### **Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status:	N/A
Cross-Listed Course(s):	N/A
Joint-Listed Course(s):	N/A
Date the affected Units approved of this change:	N/A

UCC Approval Request – Add a Course Page 1 of 2 Updated 5/21/2014

**CONSENT - SDE** 

TAB 12 Page 42

### **Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- Provide efficiencies -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status:	N/A
Cooperative Institution:	N/A
Rationale for request:	N/A

#### **Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course of the Curriculum & Instruction Department's new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

## Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	



Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

### **College Vision**

Idaho's Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

#### **College Mission**

The University of Idaho's College of Education is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12

academic achievement, human development and wellness, global awareness, and progress in professional practice.

#### **Conceptual Framework**

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship & Practice; and, Engagement in Community Building & Partnerships.

### **Course Description**

This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.

Theoretical Foundations of Online Learning is a prerequisite for this course.

#### **Course Goal and Expectations**

#### **Course Objectives**

As taken from the Idaho Standards for Online Teachers [ISOT].

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (ISOT #8).
- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).

### **Goals of Curriculum and Instruction**

• *Philosophy and Educational Organizations* – CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.

- **Curriculum** CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation CI Masters degree graduates analyze and understand the various
  roles of multiple types of assessments for monitoring, evaluating and responding to student
  learning; they understand, develop, use and critique formal, informal, and performance
  assessment techniques, including local, state, and national assessment systems to improve
  student learning.
- Research CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
- Diversity CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- **Subject Knowledge** CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

### **Required Readings and Learning Resources**

This course espouses the values of open education and utilizes open educational resources to achieve its objectives. As such, all necessary reading materials will be provided to students at no cost.

Students will complete reading assignments on the following topics (addressing the listed standards):

- Best practices for course design
  - OTE.1.K.1: The online teacher understands the current standards for best practices in online teaching and learning.
  - OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
  - OTE.1.K.7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  - OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
  - OTE.9.K.2: The online teacher knows how educational standards and curriculum align with 21st century skills.
- Methods of online assessment

- OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
- OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
- The great media debate
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
- Models of blended learning
  - OTE.1.K.7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).
  - OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
- Systems of course delivery
  - OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.

### **Optional Readings and Learning Resources**

Given the nature of this course's materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

#### **Learning Activities and Assignments**

Students will attend synchronous online class sessions and group meetings (e.g., working groups and discussion groups). Attendance will be taken for these meetings and will count toward the final attendance and participation grade.

Students will reflect on their reading assignments in blogs and via other asynchronous media and will respond to one another. These reflections and responses will be graded for completeness.

Performance tasks will be completed during the course of the semester and may require individual completion or team completion. Performance tasks for this course with accompanying standards include:

- Course module design
  - OTE.2.P.1: The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
  - OTE.4.D.3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
  - OTE.4.P.2: The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning

experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

- OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
- OTE.7.P.3: The online teacher designs and develops subject-specific online content.
- OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
- OTE.7.P.5: The online teacher designs course content to facilitate interaction and discussion.
- OTE.7.P.6: The online teacher designs course content that complies with intellectual property rights and fair use standards.
- Course module introductory video
  - OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
  - OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
  - OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
  - OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
- Course module development
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
  - OTE.1.P.3: The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
  - OTE.2.P.2: The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
  - OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
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  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
- Course module evaluation
  - OTE.1.P.1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
  - OTE.4.P.1: The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

• OTE.9.P.2: The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

#### **Field Work**

This course will not include any field work.

#### **Grading Policy**

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#### **Submission Information**

College:	College of Education
Department/Unit:	Curriculum & Instruction Department
Dept/Unit Approval Date:	January 21, 2014
College Approval Date:	January 27, 2014

#### **Course Information**

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Course Subject Prefix:	EDCI							
Course Number:	5X3							
Course Title: Open Education								
Short Course Title (If the course title is longer than 30 characters):								

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Course Credits:	3
Course Description:	This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.
Course Prerequisites:	EDCI 5X1: Theoretical Foundations of Online Learning; Senior-status in teacher preparation program or Graduate-status in an education-related field
Course Co-requisites:	None

#### **Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status:	N/A
Cross-Listed Course(s):	N/A
Joint-Listed Course(s):	N/A
Date the affected Units approved of this change:	N/A

#### **Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status:	N/A
Cooperative Institution:	N/A
Rationale for request:	N/A

#### **Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course of the Curriculum & Instruction Department's new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

### Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	



# EDCI 5X3. Open Education

Fall 2014 – Days TBD – Time TBD 3 Credits Class Meeting Place: Online

Instructor: Royce Kimmons, PhD Office Location: SUB 041B Phone: 208-885-7537 Email: <u>royce@uidaho.edu</u> Office Hours: By Appointment

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

### **College Vision**

Idaho's Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

### **College Mission**

The University of Idaho's College of Education is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12

academic achievement, human development and wellness, global awareness, and progress in professional practice.

#### **Conceptual Framework**

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship & Practice; and, Engagement in Community Building & Partnerships.

### **Course Description**

This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.

*Theoretical Foundations of Online Learning* is a prerequisite for this course.

#### **Course Goal and Expectations**

#### **Course Objectives**

#### As taken from the Idaho Standards for Online Teachers [ISOT].

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to learners with diverse needs (ISOT #3).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (ISOT #5).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).

• Interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being (ISOT #10).

### **Goals of Curriculum and Instruction**

- **Philosophy and Educational Organizations** CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- **Curriculum** CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation CI Masters degree graduates analyze and understand the various
  roles of multiple types of assessments for monitoring, evaluating and responding to student
  learning; they understand, develop, use and critique formal, informal, and performance
  assessment techniques, including local, state, and national assessment systems to improve
  student learning.
- Research CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
- **Diversity** CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- **Subject Knowledge** CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

### **Required Readings and Learning Resources**

This course espouses the values of open education and utilizes open educational resources to achieve its objectives. As such, all necessary reading materials will be provided to students at no cost.

Students will complete reading assignments on the following topics (addressing the listed standards):

- Connectivism
  - OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.

- OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
- Open educational resources
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.
- Personal learning networks
  - OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.
  - OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
  - OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  - OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.
  - OTE.9.K.1: The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).
- Personal learning environments
  - OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  - OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.
  - OTE.9.K.1: The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

### **Optional Readings and Learning Resources**

Given the nature of this course's materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

### Learning Activities and Assignments

Students will attend synchronous online class sessions and group meetings (e.g., working groups and discussion groups). Attendance will be taken for these meetings and will count toward the final attendance and participation grade.

Students will reflect on their reading assignments in blogs and via other asynchronous media and will respond to one another. These reflections and responses will be graded for completeness.

Performance tasks will be completed during the course of the semester and may require individual completion or team completion. Performance tasks for this course with accompanying standards include:

- Discussion leadership and reflection
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
  - OTE.1.P.3: The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
  - OTE.1.P.5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
  - OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
  - OTE.3.P.3: The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).
  - OTE.4.D.3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students? conceptual understanding and thinking, planning, and creative processes.
  - OTE.5.P.1: The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
  - OTE.5.P.3: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).
  - OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.
  - OTE.6.P.2: The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
  - OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
  - OTE.6.P.4: The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).
  - OTE.7.P.5: The online teacher designs course content to facilitate interaction and discussion.
- Online debate
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

- OTE.5.P.1: The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
- OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.
- OTE.6.P.2: The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
- OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
- OTE.6.P.4: The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).
- Open educational resource evaluation
  - OTE.1.P.1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
  - OTE.1.P.5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
  - OTE.2.P.4: The online teacher constructs learning experiences that take into account students? physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.
  - OTE.3.D.1: The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.
  - OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
- Create your own OER library
  - OTE.1.P.4: The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
  - OTE.1.P.6: The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.
  - OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
  - OTE.7.P.3: The online teacher designs and develops subject-specific online content.
  - o OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
  - OTE.7.P.6: The online teacher designs course content that complies with intellectual property rights and fair use standards.
- Open educational resource development
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

- OTE.1.P.3: The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
- OTE.3.P.2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
- OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
- OTE.7.P.3: The online teacher designs and develops subject-specific online content.
- OTE.7.P.6: The online teacher designs course content that complies with intellectual property rights and fair use standards.
- OTE.9.P.2: The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

### **Field Work**

This course will not include any field work.

### **Grading Policy**

Attendance and participation will account for 20% of the final grade.

Reading reflections and responses will account for 20% of the final grade.

Performance tasks will account for 60% of the final grade.

Final grades and all graded assignments will use the following scale:

Letter Grade	Percent
Α	90-100
В	80-89
с	70-79
D	65-69
F	0-64

### Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of

academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

### **Suggested Course Schedule of Activities Format**

The instructor and students will co-construct the course schedule of activities (along with due dates for major assignments and readings) on the first day of class.

### University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

#### University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsh. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

### Library Resources (On Campus Classes)

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren't sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, <u>rattebur@uidaho.edu</u>. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit <u>http://www.lib.uidaho.edu</u> for email or IM assistance.

### Library Resources (Distance Education/Centers Classes)

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library's Off-Campus Access webpage at <a href="http://www.lib.uidaho.edu/offcampus/index.html">http://www.lib.uidaho.edu/offcampus/index.html</a>. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email <a href="http://www.lib.uidaho.edu">libref@uidaho.edu</a>, text 208-856-0814, or IM from <a href="http://www.lib.uidaho.edu">http://www.lib.uidaho.edu</a>, text 208-856-0814, or IM from <a href="http://www.lib.uidaho.edu">http://www.lib.uidaho.edu</a>. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.

Submitted by: Paul Gathercoal, Ph.D. Professor & Chair, Curriculum & Instruction Department

The Department of Curriculum and Instruction at the University of Idaho seeks approval to revise the current ESL program of study to meet current Idaho teacher certification standards.

This program of study would consist of four (4) three-credit hour courses and two (2) four credit courses which would address all necessary Idaho Language Development standards within a 20-credit hour program. By keeping the endorsement to 20-credit hours, students would be allowed to both complete the endorsement while enrolled as undergraduates and to apply coursework to a Master's degree in Curriculum and Instruction if desired.

# Required courses would include the following:

**EDCI 302 Teaching Culturally Diverse Learners (4 cr):** An examination of cultural and linguistic diversity in classrooms. Explores strategies for creating the culturally inclusive classroom that values diversity and supports student success. Examines the use of instructional planning as a tool for motivation and classroom management. Includes 45 hours of practicum in K-12 classrooms.

Engl 441/Anth 441 Introduction to the Study of Language (3 cr): Surveys of sound patterns, morphological processes and syntactic structures; questions of language acquisition, variation, and history; exercises from a variety of languages, with emphasis on American English.

**EDCI 4xx/5xx Introduction to ENL (3 cr):** In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students' educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSSI.

# EDCI 431 and 441 (for secondary education majors) OR EDCI 320 and 409 (for elementary education majors) (4 cr):

EDCI 431 Secondary English Methods (3 cr): Specific methods, research, curricula, and media in teaching Secondary English Methods.

**EDCI 441 Secondary English Practicum (1 cr):** Implementation of Secondary English methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities.

**EDCI 320 Teaching Reading and Literacy (3 cr):** Foundations of literacy and the methods and strategies involved in the teaching of reading. Topics include: phonological awareness, phonemic awareness, and phonics; vocabulary; fluency; comprehension.

**EDCI 409 Integrated Methods Practicum II (1 cr):** Implementation of literacy and arts methods, research, curricula, and technology in elementary classrooms. Course will include 30 hours in K-8 classrooms and 15 hours of associated scheduled activities.

EDCI 4xx/5xx ENL Methods (3 cr):In this course, students will learn how to incorporate students' diverse cultural backgrounds and languageproficiency levels into instructional planning that aligns with the English Language Development Standards. Students will learn how to measure thePSC PrograCOPSENT (NSDE)13)UNREVISED InTASC CORE STANDARDSTAB 12 Page 631

level of English Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues

**EDCI 4xx/5xx ENL Practicum (3 cr):** Guided observation, supervised instruction, and comprehensive team and independent teaching of English Language Learners in school settings.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for teaching English as a New Language. A detailed alignment map of course artifacts and performance assessments to English Language Development teaching standards is provided in the attached Framework for Teaching table.

Instit	ution: University of Idaho	Program: English as a New Langu	uage
	Framework for Teachin	g Domain # 1: Planning and Preparation	
	(Correlated to Idaho	O Core Teacher Standards 1, 2, and 7)	
<ul> <li>Demonstrating knowledge of content a</li> <li>Demonstrating knowledge of students</li> </ul>	and pedagogy	<ul><li>Demonstrating knowledge of resources</li><li>Designing coherent instruction</li></ul>	
Selecting instructional goals		Assessing student learning	
Standard #1: Knowledge of Subject Matte learning experiences that make these aspec		e central concepts, tools of inquiry, and structures Il for learners.	s of the content area(s) taught and create
Idaho Content Area Standards For: ENL ENDORSEMENT (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator
<ul> <li>#1: Knowledge of Subject Matter (Insert appropriate language from content area <u>"Knowledge"</u> standards)</li> <li>1. The teacher understands the evolution, research, and current federal and state legal mandates of ENL education</li> <li>2. The teacher understands and knows how to identify differences and the implications for implementation in ENL approaches and models</li> </ul>	Intro to ENL (1.1, 1.2) ENL Methods (1.2, 1.3) English 441 (1.7) EDCI 431/320 (1.3) Admittance into Teacher Education (1.5)	<ul> <li>The candidate knows and is able to:</li> <li>2. The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.</li> <li>3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.</li> </ul>	Course Work (1.2, 1.3, 1.4, 1.5) Practicum Performance (1.2, 1.3, 1.4, 1.5) UIedTPA (1.2, 1.3, 1.4, 1.5)
<ol> <li>The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.</li> <li>The teacher possesses the language profisionary of the advanced lavel as</li> </ol>		<ul> <li>4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.</li> </ul>	
proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, gram Approver Firm (Math 2013)		5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation,	TAB 12 Page 65

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reading, and writing, in English necessary to facilitate learning of academic language in the content areas(s) (Federal Requirement)	listening, speaking, reading, and writing.
7. The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.	

### (CONTINUED)

Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<ul> <li>#1a: Knowledge of Subject Matter, Content Specific Requirements</li> <li>According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university."</li> <li>Content area expertise primarily verified through state testing requirement, but should include content competencies</li> </ul>		The candidate knows and is able to:	
from the following areas: (Insert content/ endorsement area language from <u>Administrative Rule</u> ):			

AUGUST 14, 2014						
	Framework for Teaching Domain # 1: Planning and Preparation					
	(Correlated to Idaho	Core Teacher Standards 1, 2, and 7)				
<ul> <li>Demonstrating knowledge of content a</li> <li>Demonstrating knowledge of students</li> <li>Selecting instructional goals</li> </ul>	1 0 00	<ul> <li>Demonstrating knowledge of resources</li> <li>Designing coherent instruction</li> <li>Assessing student learning</li> </ul>				
Standard #2: Knowledge of Human Devel support their intellectual, social, and perso		acher understands how students learn and develo	p, and provides opportunities that			
Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)			
<ul> <li>#2: Knowledge of Human Development and Learning:</li> <li>1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.</li> <li>2. The teacher understands the advantages of billingualism, billiteracy, and multiculturalism</li> </ul>	Intro to ENL (2.1, 2.2) English 441 (2.1) EDCI 302 (2.1, 2.2)	<ol> <li>The candidate knows and is able to:         <ol> <li>The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.</li> <li>The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.</li> </ol> </li> <li>The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.</li> <li>The teacher uses effective strategies and approaches that promote billingualism, biliteracy, and multiculturalism.</li> </ol>	Course Work (2.1, 2.2, 2.3, 2.4) Practicum Performance (2.1, 2.2, 2.3, 2.4) UIedTPA (2.1, 2.2, 2.3, 2.4)			

### (CONTINUED)

Standard #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.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Human Development and Learning:		The candidate knows and is able to:	

	Framework for Teaching Domain # 1: Planning and Preparation				
(Correlated to Idaho Core Teacher Standards 1, 2, and 7)					
<ul> <li>Demonstrating knowledge of content a</li> <li>Demonstrating knowledge of students</li> <li>Selecting instructional goals</li> </ul>	and pedagogy	<ul> <li>Demonstrating knowledge of resources</li> <li>Designing coherent instruction</li> <li>Assessing student learning</li> </ul>			
<b>Standard #7: Instructional Planning Skill</b> curriculum goals.	's - The teacher plans and prep	ares instruction based upon knowledge of subject	matter, students, the community, and		
Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator		
<ul> <li>#7: Instructional Planning Skills:</li> <li>1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.</li> </ul>	Intro to ENL (7.1) ENL Methods (7.1)	<ul> <li>The candidate knows and is able to:</li> <li>1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards</li> </ul>	Course Work (7.1) Practicum Performance (7.1) UIedTPA (7.1)		

### (CONTINUED)

Standard #7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge"</u> standards)	Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Instructional Planning Skills:		The candidate knows and is able to:	

	Framework for Teaching Domain #2: The Classroom Environment				
	(Correlated to I	daho Core Teacher Standard 5)			
<ul> <li>Creating an environment of respect ar</li> <li>Establishing a culture for learning</li> <li>Managing classroom procedures</li> </ul>	nd rapport	<ul><li>Managing student behavior</li><li>Organizing physical space</li></ul>			
Standard #5: Classroom Motivation and environment that encourages positive soci		er understands individual and group motivation a nt in learning, and self-motivation.	nd behavior and creates a learning		
Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)		
<ul> <li>#5: Classroom Motivation and Management Skills:</li> <li>1. The teacher understands the influence of culture on student motivation and classroom management.</li> </ul>	ENL Methods (5.1) EDCI 302 (5.1)	<ul> <li>The candidate knows and is able to:</li> <li>1. The teacher demonstrates a culturally responsive approach to classroom management.</li> </ul>	Course Work (5.1) Practicum Performance (5.1) UIedTPA (5.1)		

### (CONTINUED)

Standard #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.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Classroom Motivation and Management Skills:		The candidate knows and is able to:	

AUGUST 14, 2014			

### (CONTINUED)

Standard #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 learners with diverse needs.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Adapting Instruction for Individual Needs:		The candidate knows and is able to:	

	Framework for Teaching Domain #3: Instruction and Assessment (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)				
<ul> <li>Communicating clearly and accurately</li> <li>Using questioning and discussion tech</li> <li>Engaging students in learning</li> </ul>	,	<ul> <li>Providing feedback to students</li> <li>Demonstrating flexibility and responsivenes</li> <li>Using assessment to inform instruction and</li> </ul>			
Standard #4: Multiple Instructional Strate problem solving, and performance skills.	e <b>gies -</b> The teacher understand.	s and uses a variety of instructional strategies to a	levelop students' critical thinking,		
Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)		
<ul> <li>#4: Multiple Instructional Strategies:</li> <li>1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.</li> <li>2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development</li> </ul>	EDCI 302 (4.1) ENL Methods (4.1, 4.2) EDCI 431/320 (4.1, 4.2)	<ol> <li>The candidate knows and is able to:</li> <li>The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.</li> <li>The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.</li> </ol>	Course Work (4.1, 4.2) Practicum Performance (4.1, 4.2) UIedTPA (4.1, 4.2)		

### (CONTINUED)

Standard #4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4: Multiple Instructional Strategies:		The candidate knows and is able to:	

	Framework for Teaching Domain #3: Instruction and Assessment				
<ul> <li>Communicating clearly and accurately</li> <li>Using questioning and discussion tech</li> <li>Engaging students in learning</li> </ul>	,	<ul> <li>Core Teacher Standards 3, 4, 6, and 8)</li> <li>Providing feedback to students</li> <li>Demonstrating flexibility and responsivene</li> <li>Using assessment to inform instruction and</li> </ul>			
<b>Standard #6: Communication Skills -</b> The collaboration, and supportive interaction in		nunication techniques including verbal, nonverba	l, and media to foster inquiry,		
Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)		
<ol> <li>#6: Communication Skills:</li> <li>The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.</li> <li>The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language</li> <li>The teacher understands the extent of time and effort required for language acquisition</li> </ol>	Intro to ENL (6.1, 6.3 ) ENL Methods (6.1, 6.2, 6.3) Eng 441 (6.3) EDCI 431/320 (6.1, 6.2)	<ol> <li>The candidate knows and is able to:         <ol> <li>The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.</li> <li>The teacher uses active and interactive activities that promote proficiency in the four domains of language.</li> <li>The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.</li> </ol> </li> </ol>	Course Work (6.1, 6.2, 6.3) Practicum Performance (6.1, 6.2, 6.3) UIedTPA (6.1, 6.2, 6.3)		

### (CONTINUED)

Standard #6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Idaho Content Area Standards For: (Insert appropriate language from content area <u>"Knowledge</u> " standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Communication Skills:		The candidate knows and is able to:	

	Framework for Teachin	g Domain #3: Instruction and Assessment	
	(Correlated to Idaho	Core Teacher Standards 3, 4, 6, and 8)	
<ul> <li>Communicating clearly and accuratel</li> <li>Using questioning and discussion tech</li> <li>Engaging students in learning</li> </ul>	-	<ul> <li>Providing feedback to students</li> <li>Demonstrating flexibility and responsivene</li> <li>Using assessment to inform instruction and</li> </ul>	
Standard #8: Assessment of Student Lean Student performance and to determine pro		s, uses, and interprets formal and informal assessi	nent strategies to evaluate and advance
Idaho Content Area Standards For: ENL Endorsement Insert appropriate language from content area <u>"Knowledge"</u> standards)	<b>Coursework and/or</b> <b>Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator
<ul> <li><b>78:</b> Assessment of Student Learning:</li> <li>1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.</li> <li>3. The teacher understands how to neasure the level of English Language Proficiency</li> <li>4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.</li> <li>5. The teacher is familiar with the state English Language Proficiency assessment</li> <li>5. The teacher knows how to interpret data and explain the results of standardized assessments to students</li> </ul>	Intro to ENL (8.1, 8.3, 8.4, 8.5, 8.6) ENL Methods (8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8)	<ol> <li>The candidate knows and is able to:</li> <li>The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.</li> <li>The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.</li> </ol>	Course Work (8.1, 8.2) Practicum Performance (8.1, 8.2) UIedTPA (8.1, 8.2)

	-	
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.		
8. The teacher understands how to use data to make informed decisions about program effectiveness.		

### UNIVERSITY CURRICULUM COMMITTEE Curriculum Change Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, <u>ctibbals@uidaho.edu</u> for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by <u>October 15<sup>th</sup></u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

#### **Submission Information**

Edllegtion	
Deprærtnivæn t&Unnistruction	
Dept/Unit Approval Date:	
College Approval Date:	

#### **Curriculum Information**

Degree:	
Major:	
Minor:	
Academic Certificate:	
EegübingsVæ <del>ßeddim</del> b <u>New</u>	Language

Curriculum:

#### English as a Second New Language

A teaching major in English as a second new language is not offered.

#### 21- 20 Credit English as a Second New Language Teaching Minor

Modern foreign language (100 level or above) (4 cr)

Cultural diversity (i.e. Anth 261) (3 cr)

EDCI 302 (4 cr)

EDCI 431 and EDCI 441 (4 cr) OR EDCI 320 and EDCI 409 (4 cr)

English language and linguistics course (e.g., Engl 441 or Anth 441) (3 cr)

Introduction to ENL (EDCI 4XX/5XX) (3 credits)

ESL methods (EDCI 437/EDCI 447) (4 cr)

ENL methods (EDCI 4XX/EDCI 5XX) (3 cr)

Theory, philosophical foundations, testing/identification of limited English proficient students, or applied linguistics in ESL (i.e. Engl 441, Engl 442 or Engl 443) (3 cr)

Practicum or field experience in ESNL (i.e. EDCI 402, EDCI 597) (43 cr)

At least one course in English language and linguistics (Engl 441, Engl 442, Engl 443) (3 cr)

Electives to total 21 credits (Anth 427/Soc 427 Racial and Ethnic Relations is recommended)

#### **Rationale Information**

Rationale for approval of this request; include any relevant assessment information pertinent to the proposed change in this program:

These changes will help meet Idaho State standards for teacher endorsement in ENL. While the English department offers courses that primarily prepare students to teach adults in an overseas setting, currently these courses do not meet the state requirements for preparing teachers to instruct and pass assessments required to teach English Language Learners in K-12 settings in the United States in general and Idaho in particular.

#### Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

Eng 441 EDCI 302 Intro to ENL ENL Methods

Standard 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 sybject matter meaningful to students

#### Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of ENL education

2. The teacher understands and knows how to identify differences and the implications for implementation in ENL approaches and models

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher possesses the language profieciency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content areas(s) (Federal Requirement)

7. The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language. **Performance** 

Х

2. The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, desin curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity. Х

х

Х

Х

4. The teacher demonstrates instructional strategies that an understanding of the variey of purposes that languages serve, distinguish between forms, functions, and contextual isage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 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

<ol> <li>The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.</li> </ol>	x	x	x
2. The teacher understands the advantages	~	~	~
of billingualism, billiteracy, and			
multiculturalism		Х	х
Performance			
1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.			
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.			

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote billingualism, biliteracy, and multiculturalism.

Standard 3: Modifying Instruction for Individual Needs- the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs. Knowledge				
1. The teacher understands the nuances of culture in structuring academic experiences.		x		x
2. The teacher understands how a student's first language may influence second language production (ex: accent, code- switching, inflectional endings)	x		x	x
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development		x	x	x
4. The teacher understands how and when to provide appropriate accommodations				
that allow students to access academic content. Performance			x	х

1. The teacher promotes respect for diverse cultures by facilitating open discussion, teating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development

4. The teacher provides appropriate accommodations that allow students to access academic content.

Standard 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

**CONSENT - SDE** 

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.	x	x
2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development <b>Performance</b>		Х
1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.		
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.		
Standard 5: Classroom Motivation and		
Management Skills- The teacher understands individual and forup motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation. Knowledge		
understands individual and forup motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.	x	x

*the classroom.* Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.		x	x
2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language			x
3. The teacher understands the extent of time and effort required for language acquisition <b>Performance</b>	x	x	x
1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.			
<ol> <li>The teacher uses active and interactive activitie that promote proficiency in the four domains of language.</li> </ol>			
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.			
Standard 7: Instructional Planning Skills- The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals. Knowledge			
1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards. <b>Performance</b>		х	x
1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards			

Standard 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 variations in		
assessment of student progress that may be related to cultural and linguistic differences.	x	х
<ul><li>3. The teacher understands how to measure the level of English Language Proficiency</li><li>4. The teacher understands the relationship</li></ul>	x	x
and difference between levels of language proficiency and students' academic		
achievement.	Х	х
5. The teacher is familiar with the state English Language Proficiency assessment	х	х
6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to		
colleagues.	x	х
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.		x
8. The teacher understands how to use data to make informed decisions about program		
effectiveness.		х
Performance		
1. The teacher selects and administers assessments suited to the students' culture,		

literacy and communication skills.2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

Х

Practicum/Student Teaching/ UIEdTPA Admittance to University/ Ed Program/ Praxis

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x x

x

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x x

# **University** of Idaho College of Education



EDCI 4XX/5XX 3 credits Class meeting: in

Instructor: Janine Darragh, NBCT, Ph.D. Office Location: ED 410 Office Phone: (208) 885-0353 Email: janined@uidaho.edu Office Hours: Tuesday 1:00-3:30, and by Appointment

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

# **College Vision**

The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are:

- Preparing professionals through integrated programs grounded in research
- Generating and evaluating knowledge through disciplinary and interdisciplinary scholarship
- Informing professional practice and community life through the exchange and utilization of knowledge

Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration.

# **College Mission**

The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences (adopted January 27, 2005).

# **Conceptual Framework**

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship & Practice; and, Engagement in Community Building & Partnerships.

# **Course Description**

This course is part of planned program of studies in the College of Education at the University of Idaho. In this course, students will learn how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards. Students will learn how to measure the level of English Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

# Prerequisite(s)

Admission to teacher education program.

# **Course Goals and Expectations**

By the end of this course, students will be able to plan and implement methods of instruction for English language learners in a k-12 grade setting.

#### **Course Objectives**

- 1. Understand and know how to identify differences and the implications for implementation in ENL approaches and models
- 2. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
- 3. Understand the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
- 4. The teacher understands the nuances of culture in structuring academic experiences.
- 5. Understand how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings)
- 6. Understand there is a distinction between learning disabilities/giftedness and second language development
- 7. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
- 8. Understand how and when to provide appropriate accommodations that allow students to access academic content.
- 9. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development
- 10. The teacher understands the influence of culture on student motivation and classroom management.
- 11. Understand that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

- 12. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language
- 13. Understand the extent of time and effort required for language acquisition
- 14. Understand how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.
- 15. Understand variations in assessment of student progress that may be related to cultural and linguistic differences.
- 16. Understand how to measure the level of English Language Proficiency
- 17. Understand the relationship and difference between levels of language proficiency and students' academic achievement.
- 18. Be familiar with the state English Language Proficiency assessment
- 19. The teacher understands appropriate accommodations for language learners being tested in the content areas.
- 20. Know how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
- 21. Use multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds and show positive impact on student learning
- 22. The teacher understands how to use data to make informed decisions about program effectiveness.
- 23. Apply principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning
- 24. Implement appropriate classroom instruction and management principles, processes and practices to foster a safe, positive, student-focused learning environment, including sheltered instruction connected to communities within the classroom and the school instruction
- 25. Plan and/or adapt standards-based curricula that is personalized to the diverse needs of each student
- 26. Plan and/or adapt student-centered curricula that engages students in a variety of culturally responsive, developmentally, and age appropriate strategies

# **Teacher Preparation Standards**

- 1. *Knowledge of Subject Matter:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- 2. *Knowledge of Human Development and Learning:* The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 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 diverse learners.
- 4. *Multiple Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- 5. *Classroom Motivation and Management:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 6. **Communication Skills:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. *Instructional Planning Skills:* The teacher plans instruction based upon knowledge of subject matter, students, and curriculum goals.
- 8. **Assessment of Student Learning:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. *Partnerships:* The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

# **Teacher Education Dispositions**

- Attends regularly.
- Meets timeline commitments.
- Dress/Appearance is appropriate and professional.
- Maintains appropriate relationships with peers.
- Scholar-practitioner demonstrates adequate content knowledge that is current.
- Engaged, full participation and takes initiative.
- Maintains confidentiality and is ethical.
- Maintains appropriate relationships with students.
- Committed to and facilitates student's learning in a safe climate.
- Maintains appropriate relationships with teachers, administration, parents, and community members.
- Respects and advocates for diversity.
- Responds appropriately to feedback and is flexible.
- Written work communicates clearly and accurately, and is in Standard English.
- Verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations.

#### **Required Readings and Learning Resources:**

- Herrell, A.L., & Jordan, M. (2008). *50 strategies for teaching English language learners*. (3<sup>rd</sup> Ed.). Upper Saddle River, NJ: Pearson.
- Books on Reserve in IMTC or on loan from the instructor
- Other required readings as assigned (either handouts or on reserve)

**Student Behavior:** Please refrain from bringing in food for consumption during class. Beverages are ok. No cell phone use, surfing the net, texting, or otherwise off-task and distracting behavior, please.

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# Overview of Signature Assignments and Teacher Knowledge Standards (AKA: What do I have to do, when is it due, and how much is it worth)

 Weekly positive and professional participation in in class activities, projects, presentations, discussions, and literature circles: (30% of grade; Due: weekly; Meets Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9).

We are a community of learners, and as such it is essential that you come to class prepared and that you engage positively with your peers in classroom activities and discussions. This means that you should 1.) come to class on time and participate actively the entire session (e.g. not using your laptop, tablet, cell phone, etc. for texting, browsing, facebooking, networking, calling, completing work for other classes; not participating in side discussions, working on other assignments, or sleeping during class), and 2.) Have completed the reading assignments before class and show your comprehension through participation in quizzes, discussions and in-class activities. <u>You will earn up to 10 points for each day of class, totaling 300 points</u>.

# Learning Logs (Initial Response to Reading): (20% of grade; Due: weekly; Meets Standards 1, 2, 3, 4, 8, & 9).

You will be writing reflections that are <u>one to two typed double spaced each</u>, no <u>longer</u>! This activity requires you to read and respond to the assigned chapters/article/pages for *each* class meeting. Make certain I can tell that you read the assignment. At the end of the chapters are writing prompts. You may use these or the more general questions below.

If you have difficulty organizing your thinking about an assigned reading you might want to consider the following questions as you reflect on the reading:

- a. What parts of the reading did you agree or disagree with? Why did you agree or disagree with those parts?
- b. As you read, did you get a sense that any of your previous concepts of or beliefs about teaching or instruction were changing? Which ones and how were they changing?
- c. How can you apply the concepts or ideas in the reading you your classroom or grade level? What bridges or barriers might exist that would help or hurt your implementation of the concepts presented in the reading?
- d. What parts of the reading were most/least interesting to you? Why were they interesting or not interesting?

e. What is the most important concept in this reading for a classroom teacher to remember? Explain why you think this concept is the most important to be remembered.

#### For each Learning Log you will be scored on a 2-1-0 scale.

2 = Thoughtful response that clearly demonstrates an understanding of the reading. No errors in MUGS (Mechanics, Usage, Grammar, Spelling)

1 = I would like to read more in quantity and/or quality. It is not clear to me that you completely understood and/or completed the reading. Errors in MUGS.

0 = Not submitted on time or at all.

You will earn up to 2 points for each response, totaling 24 points.

4. Comprehensive three-four week unit: DO NOT submit the same plan you did for Content Area Reading. This should be a NEW unit. (50% Meets Standards 1, 2, 3, 4, 5, 6, 7, & 8).

Each student will create an original, comprehensive, four-five week unit plan that addresses the Common Core Language Arts standards and Idaho Language Arts or Speech/Drama standards for the secondary grade level (grades 6-12) of his or her choice. To receive full credit for this assignment, the unit plan must include the following:

- a) Specific and comprehensive <u>lesson plans for each day of the four week unit</u>, for a 5 day week, 50 minute class, including
  - English Language Development Standards and Common Core Content standards that apply (number and brief header descriptor)
  - Observable/measurable language objectives for each level of language acquisition.
  - Specific plans for formative <u>and</u> summative assessment. Your use of appropriate assessments ought to reflect your understanding of Bloom's taxonomy and the relevant verbs describing what you expect your students to know and be able to do at the end of your lesson
  - Materials and equipment needed; websites and videos listed if applicable
  - Specific reading, writing, listening and speaking methodology appropriate for language level and objectives
- b) A variety of instructional approaches with limited use of teacher presentation/direct instruction.

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# UNIVERSITY CURRICULUM COMMITTEE Add a Course Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, <u>ctibbals@uidaho.edu</u> for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by <u>October 15<sup>th</sup></u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

#### **Submission Information**

College:	Education
Department/Unit:	EDCI
Dept/Unit Approval Date:	
College Approval Date:	

#### **Course Information**

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Course Subject Prefix:	EDCI
Course Number:	4XX/5XX
Course Title:	Introduction to ENL
Short Course Title (If the co	ourse title is longer than 30 characters):

Course Credits:	3
Course Description:	In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students' educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSSI.
Course Prerequisites:	Admitted to Teacher Education
Course Co-requisites:	

#### **Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status:	
Cross-Listed Course(s):	
Joint-Listed Course(s):	
Date the affected Units approved of this change:	

UCC Approval Request – Add a Course Page 1 of 2 Updated 6/23/2014

**CONSENT - SDE** 

**TAB 12 Page 104** 

#### **Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status:	
Cooperative Institution:	
Rationale for request:	

#### **Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This course will help meet Idaho State standards for teacher endorsement in ENL. While the English department offers a course that primarily prepares students to teach adults in an overseas setting, this course will prepare students for teaching in a K-12 setting, and will focus on preparing students to meet the state certification English Language Development as well as the Common Core standards. A new faculty member was hired in 2013 with a position description that includes developing and teaching this and other courses necessary for teacher certification in ENL, so the course can be managed with the current School of Education resources.

#### Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

# **University of Idaho** College of Education



EDCI4XX/5XX 3 credits Class meeting: in

Instructor: Janine Darragh, NBCT, Ph.D. Office Location: ED 410 Office Phone: (208) 885-0353 Email: janined@uidaho.edu Office Hours: Tuesday 1:00-3:30, and by Appointment

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

# **College Vision**

The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are:

- Preparing professionals through integrated programs grounded in research
- Generating and evaluating knowledge through disciplinary and interdisciplinary scholarship
- Informing professional practice and community life through the exchange and utilization of knowledge

Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration.

# **College Mission**

The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences (adopted January 27, 2005).

#### **Conceptual Framework**

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship & Practice; and, Engagement in Community Building & Partnerships.

### **Course Description**

In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students' educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSSI.

Prerequisite(s): Admittance into Teacher Education

# **Course Goals and Expectations**

Upon successful completion of the course, teacher candidates will be able to meet the following Idaho Standards for English as a New Language teachers, as evidenced by oral, written, and performance assessments:

- 1. Understand the evolution, research, and current federal and state legal mandates of ENL education
- 2. Understand and know how to identify differences and the implications for implementation in ENL approaches and models
- 3. Understand the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
- 4. Understand the advantages of billingualism, billiteracy, and multiculturalism
- 5. Understand how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings)
- 6. Understand there is a distinction between learning disabilities/giftedness and second language development
- 7. Understand how and when to provide appropriate accommodations that allow students to access academic content.
- 8. Understand that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
- 9. Understand the extent of time and effort required for language acquisition
- 10. Understand how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.
- 11. Understand variations in assessment of student progress that may be related to cultural and linguistic differences.
- 12. Understand how to measure the level of English Language Proficiency
- 13. Understand the relationship and difference between levels of language proficiency and students' academic achievement.
- 14. Be familiar with the state English Language Proficiency assessment

- 15. Know how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
- 16. Use multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds and show positive impact on student learning
- 17. Apply principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning
- 18. Implement appropriate classroom instruction and management principles, processes and practices to foster a safe, positive, student-focused learning environment, including sheltered instruction connected to communities within the classroom and the school instruction
- 19. Plan and/or adapt standards-based curricula that is personalized to the diverse needs of each student
- 20. Plan and/or adapt student-centered curricula that engages students in a variety of culturally responsive, developmentally, and age appropriate strategies

# **Teacher Preparation Standards**

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- Committed to and facilitates student's learning in a safe climate.
- Maintains appropriate relationships with teachers, administration, parents, and community members.
- Respects and advocates for diversity.
- Responds appropriately to feedback and is flexible.
- Written work communicates clearly and accurately, and is in Standard English.

• Verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations.

#### **Required Readings and Learning Resources:**

- Hill, J.D., & Flynn, K.M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.
- Other required readings as assigned (either handouts or on reserve)

#### **Assignments**

The following assignments will make up your final course grade:

1.) Active, positive participation and in-class activities, discussions, and quizzes:

	25%
2.) Strategy facilitation:	25%
3.) Strategy handout:	25%
4.) Differentiated lesson plan:	25%

- 2) <u>Active Participation and in-class activities, discussions, and quizzes:</u> It is essential that you not only attend, on-time, but that you actively participate in all class discussions, activities, and assignments. Attendance will be taken, and unexcused absences, excessive absences, consistent tardiness, or failure to promptly submit all assigned projects will result in reduction of the final grade. Late assignments will be reduced by 5% per day. Should you be ill or have a personal emergency, you must notify me in a timely and professional fashion. (Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8).
- 3) <u>Strategy facilitation:</u> There are many research-based ELL and Academic Language strategies, and we cannot practice them all. You can, however, learn to uses certain strategies as exemplars for your own teaching. This "workshop" approach will help you to not only become very familiar with a strategy, but also give you another opportunity to practice your teaching/ leading a class. You will be choosing a strategy from either the ones provided in class from the Schmidt & Ma (2006) and Herrell and Jordan (2008) texts, the GLAD strategies you learned, or, if you have had experience observing or using an ELL strategy in your classroom, you may choose to facilitate one of those instead. After you have chosen your strategy, you will prepare and facilitate a fifteen-twenty minute workshop for your classmates. You must in some way incorporate the ELD standard(s) you are addressing and identify adaptations for various language levels. Your classmates will be your "students," actively participating in the strategy, and should therefore come away from your facilitation with a better understanding of the strategy and ideas for involving their students in the strategy in their own classrooms. (Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8)

<u>Strategy handout:</u> Along with the facilitation of a strategy, you will create a one page handout detailing the strategy presented in class. You will post the handout to the wiki, so all students will have access to a crib-sheet version of the strategies presented in class. Your handout should include the following:

- a) Name of strategy
- b) ELD standard(s) addressed
- c) Language level adaptations

d) Materials needed e) Description of strategy

f) Steps for how to facilitate this strategy

g) Any other useful information

In all cases, the handout should be attractive, professional and clear enough that your peers are able to easily and effectively use them in their future current and/or future classrooms. (Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8)

 Lesson plan and reflection: You will create a lesson plan, including materials and assessments, that is aligned with the ELD and Common Core Standards and that identifies accommodations for each level of English Language Acquisition. (Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8)

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- Hill, J.D., & Flynn, K.M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.
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College Approval Date:	

#### **Course Information**

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Course Subject Prefix:	EDCI		
Course Number:	4XX/5XX		
Course Title:	ENL Methods		
Short Course Title (If the course title is longer than 30 characters):			

Course Credits:	3
Course Description:	In this course, students will learn how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards. Students will learn how to measure the level of English Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
Course Prerequisites:	Intro to ENL
Course Co-requisites:	

#### **Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status:	
Cross-Listed Course(s):	
Joint-Listed Course(s):	
Date the affected Units approved of this change:	

UCC Approval Request – Add a Course Page 1 of 2 Updated 6/23/2014

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#### **Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- Provide efficiencies -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status:	
Cooperative Institution:	
Rationale for request:	

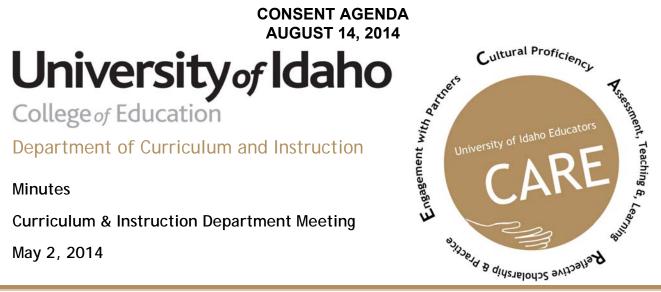
#### **Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This course will help meet Idaho State standards for teacher endorsement in ENL. This course is different from the currently offered Modern Foreign Language Methods because it focuses on preparing students to teach English Language Learners in K-12 settings and differentiating instruction within the core content in order to meet the diverse learning needs of English Language Learners in public schools. This course will also focus on preparing students to meet the state certification English Language Development and Common Core standards. A new faculty member was hired in 2013 with a position description that includes developing and teaching this and other courses necessary for teacher certification in ENL, so the course can be managed with the current School of Education resources.

#### Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	



Present: Paul Gathercoal (Chair), Anne Kern, Dave Campbell, Diane Swenson, Julie Amador, Mary Orr, Melissa McConnell, Raymond Dixon, Robert Ketchum, Rodney McConnell, Melanie Brooks, Warren Bakes, Julie Wasson, Shannon McGowan, Gwen Mitchell, Anne Adams, Beth Price, Allen Kitchel, Dan Campbell, Linda Taylor, Ingrid Spence, Andrea Chavez, Alex Hollingshead, John Davis, Cassidy Hall, Janine Darragh, Susan Kologi, Sally Machlis, Royce Kimmons, Margaret Vaughn, Terry Jentsch

#### **Minutes**

Ingrid moved and Andrea seconded to approve the minutes. Motion passed.

#### Program Reports

*CTE – Allen –* Businesss & Marketing position hire is in negotiations in the Dean's office; updating the FY15 PTE Grant; C&I updates; Assessment System and collection of CTE data; Praxis II; PTE Summer Conference is in June.

*Elem Ed – Paul –* Social Science search; fall & summer schedule; UI assessment system; focus group results; Advising 101; Praxis II; UIedTPA; Endorsements; Complete final dispositions; endorsed a draft endorsement policy; addition to the teacher ed application form.

Sec Ed – John D. – Natural Science endorsement; ENL endorsement; Masters+Cert; Assessment course syllabus; UIedTPA results; fall meeting schedule.

*Ed Core – Ingrid –* Social Science search; Shelley's resignation; fall and summer schedule; UI assessment system; UIedTPA; focus group results; all-college meeting.

*Adv Studies* – *Anne K.* – Masters+Cert; doctoral program course rotation; much the same as all other programs; new PC for next year is Melissa McConnell.

*Spec Ed – Terry –* Focus group results; adding special ed generalist standards; Master's program handbook; prerequisite policy; specialized internship; approved one applicant for fall.

#### Secondary English as a New Language Endorsement

This was approved as a 12-credit endorsement; it needs to be 20. Janine has added EDCI 302 plus English Methods and Practicum or elementary literacy methods and practicum.

John D. moved to approve and Ingrid seconded. Motion passed.

# **CONSENT - SDE**

#### **Searches**

Social Science Faculty

The search committee has made a recommendation to the Dean, who is in negotiations.

Business and Marketing Ed Faculty

The search committee has made a recommendation to the Dean, who is in negotiations.

#### Financial Tech

Shelley has resigned. A search will be underway soon to hire a new person.

Paul is proposing that we use the position description as laid out in the by-laws.

#### Summer and Fall 2014

Take one more look and let Teresa know about problems.

Our numbers are a bit down right now.

#### Endorsements

Elementary Certification with Secondary Endorsement Policy recommendation.

Option C – Special Ed Certification path is not possible, so it will be removed from the draft.

Sally wrote a proposed policy to add an endorsement for someone with an existing Idaho certificate, which was passed at the Elementary Ed meeting, with some word-smithing.

Allen moved to approve. Ingrid seconded.

Can a student do one 30-minute video to go for more than one additional endorsement? Ostensibly, yes. Keep in mind that these are students we are not familiar with, as they are returning for an additional endorsement after being a teacher for a period of time, so we want solid proof before recommending these additional endorsements.

#### *In front of live P-12 students.*

Motion passed with four abstentions.

#### 2013 C&I Strategic Plan Evaluation Report

Everyone was asked to contribute to this. Our number of contributors is double last year's, but only half of what could have been.

Paul shared the narrative evaluation.

Culture & Climate is our biggest need. This is an area we'll need to work on for next year.

#### Curriculum & Instruction/ C&I Department Meeting/May 2, 2014

Some ideas have been thrown out at program meetings earlier today. Outside expertise; brown bags; tap into some of Matt Wappett's work.

Let Paul know if you have ideas for addressing Culture and Climate.

#### **UI Assessment System**

Make sure your programs have done all the necessary data collection (i.e., focus groups). Everything is due by September 15.

Dan developed a guide for your reference.

#### End of Academic Year Travel Funds

If you overspent, please apply to Paul by giving him your receipts and proof of presentation.

Please let Paul know if you are going to spending money in May, June, or July so that Paul doesn't redistribute that money.

#### Shadow \$\$\$

Shadow dollars could be used for graduate student travel, as they can earn shadow dollars. Can be used on travel (preferably technology), technology, peripherals, and instructional materials.

#### UledTPA Results

Paul shared the results and Sally's summary.

#### Praxis II Changes

We've discussed this at length and the Elementary Ed meeting. We did discover that they have until August 2015 to finish if they're taking the old exam.

#### Mental Health First Aid

Teresa reported on the Mental Health First Aid training that she, Twila, and Julie W. attended. The presentation is attached to the agenda.

#### **Final Words**

#### Targhee Move

Patricia met with us and shared more information.