

STATE BOARD OF EDUCATION MEETING
August 12-13, 2015
Idaho State University
1311 E Central Dr,
Meridian, Idaho



Wednesday, August 12, 2015, 1:00 p.m.

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

OPEN FORUM

WORK SESSION

IRSA

- A. Academic Five-year Plans

PPGA

- B. Board Operations and Planning

Thursday, August 13, 2015, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA

PPGA

1. President Approved Alcohol Permits
2. Accountability Oversight Committee Appointments

SDE

3. Adoption of Curricular Materials
4. Professional Standards Commission Appointment
5. Secondary School Accreditation Report

PLANNING, POLICY & GOVERNMENTAL

1. Idaho State University Annual Report
2. Presidents' Council Report
3. Division of Professional-Technical Education Annual Report
4. Governor's Task Force Recommendations Update
5. Idaho Business for Education – 60% Attainment Goal/Task Force Recommendations Implementation
6. Literacy Committee Report and Recommendations
7. Compulsory Attendance Research
8. Proposed Rule IDAPA 08.01.09, GEARUp Scholarship
9. Proposed Rule IDAPA 08.01.13, Opportunity Scholarship
10. Proposed Rule IDAPA 08.02.01, Continuous Improvement Plans
11. Proposed Rule IDAPA 08.02.02, Teacher Certification
12. Proposed Rule IDAPA 08.02.03, Graduation Requirements – Proficiency, Middle School Credits
13. Proposed Rule IDAPA 08.02.03, Advanced Opportunities
14. Proposed Rule IDAPA 08.02.05, Seed Certification
15. Proposed Rule IDAPA 47.01.01 Vocational Rehabilitation, Incorporation by Reference

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Amendment to Board Policy – Section III.G. – Postsecondary Program Approval and Discontinuance – First Reading
2. Amendment to Board Policy – Section III.P. – Students – First Reading
3. Amendment to Board Policy – Section III.U. - Telecommunications – Repeal – First Reading
4. Amendment to Board Policy – Section III.Z. – Planning and Coordination of Academic Programs and Courses – Second Reading
5. Direct Admissions
6. Boise State University – Online Master of Social Work
7. Idaho State University – Master of Science in Health Informatics
8. North Idaho College – Advanced Technical Certificate and Associate of Applied Science in Aviation Flight Training

BUSINESS AFFAIRS & HUMAN RESOURCES

Section II – Finance

1. FY 2017 Line Items

2. FY 2017 Capital Budget Requests
3. Intercollegiate Athletic Reports – NCAA Academic Progress Rate (APR)
4. Amendment to Board Policy – Section V.K. – Construction Projects – Second Reading
5. Amendment to Board Policy – Section V.W. – Litigation – Second Reading
6. Boise State University – Residential Honors College and Additional Student Housing Project – Ground Lease and Operating Agreement with EDR Boise, LLC
7. Item Pulled
8. University of Idaho – Aquaculture Research Institute Facility Project – Financing Plan and Construction Phase
9. Lewis-Clark State College – Multi-Year Food Service Contract –

DEPARTMENT OF EDUCATION

1. Superintendents Update
2. Proposed Rule IDAPA 08.02.02.004, Rules Governing Uniformity - Incorporation by Reference – Standards for Initial Certification of Professional School Personnel
3. Proposed Rule IDAPA 08.02.02, Rules Governing Uniformity – Teacher Certification - Various
4. Temporary/Proposed Rule IDAPA 08.02.02.111, Rules Governing Uniformity - Bullying
5. Proposed Rule IDAPA 08.02.02.120-121, Rules Governing Uniformity – Local District Evaluation Policy
6. Proposed Rule IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Incorporation by Reference – Content Standards – Humanities and Science
7. Amend Temporary and Proposed Rules Dockets 08-0203-1502 and 08-0203-1506 - Rules Governing Thoroughness – Incorporated by Reference – Idaho Standards Achievement Tests (ISAT) Achievement Standards/Science End of Course Achievement Standards
8. Temporary/Proposed Rule IDAPA 08.02.03.109, Rules Governing Thoroughness – Special Education
9. Proposed Rule IDAPA 08.02.03.128, Rules Governing Thoroughness – Curricular Materials Selection – Subject Areas
10. Temporary/Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – Idaho English Language Assessment – various subsections

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the June 17-18, 2015 Regular Board Meeting, June 23, 2015 Special Board Meeting, and the July 31, 2015 Special Board Meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set August 10-11, 2016 as the date and Idaho State University as the location for the August 2016 regularly scheduled Board meeting.



STATE BOARD OF EDUCATION
 TRUSTEES OF BOISE STATE UNIVERSITY
 TRUSTEES OF IDAHO STATE UNIVERSITY
 TRUSTEES OF LEWIS-CLARK STATE COLLEGE
 BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
 STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

DRAFT MINUTES
STATE BOARD OF EDUCATION
 July 31, 2015
 Office of the State Board of Education
 Len B. Jordan Building, 3rd Floor
 Boise, Idaho

A special meeting of the State Board of Education was held July 31, 2015 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Don Soltman presided and called the meeting to order at 3:00 pm Mountain Time. A roll call of members was taken.

Present:

Don Soltman, President
 Emma Atchley, Vice President
 Critchfield
 Bill Goesling, Secretary
 Sherri Ybarra, State Superintendent

Dave Hill
 Debbie

Absent:

Richard Westerberg

STATE DEPARTMENT OF EDUCATION (Department)

1. ESEA Waiver Request

BOARD ACTION

M/S (Ybarra/Hill): To approve Idaho's ESEA Flexibility Waiver with additions and deletions as noted. A roll call vote was taken and the motion carried unanimously 6-0.

Superintendent Ybarra introduced the item and provided some background for the Board members. She introduced Tim McMurray, Pete Kohler, and Marcia Beckman from her office who were on the team who worked on the Elementary and Secondary Education Act (ESEA) waiver and were present for discussion and any questions. Ms. Ybarra clarified that this is a one year waiver and discussed why the U.S. Department of Education is moving toward a one year waiver. The U.S. Department of Education wants more of a focus on on-going assessments. She pointed out some states leading

the way in innovation include New Hampshire, Kentucky and Georgia, and states are moving toward mastery based educational systems. She indicated there is a place holder in the waiver for a new accountability model which has not been thoroughly developed yet. The timeline is that a rough draft will be due to the Federal Government in January and the final version will be due in March; it will only be approved for one year at a time. Ms. Critchfield asked where Board review would fit into the timeline. Ms. Ybarra responded that the Department would present a rough draft to the Board at the December meeting. Mr. Soltman requested a final version to the Board by February. Ms. Ybarra acknowledged that request.

Ms. Ybarra clarified the three main concepts of the waiver are still the same which include pausing the accountability model until it is decided what will work best, removing the sanctions for not complying with AYP, and discontinuing the statewide instructional management system and returning it to the local district level. Accountability is still in place which includes identifying focus and priority schools and rewards schools.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Goesling/Critchfield): To adjourn the meeting at 3:38 p.m. The motion carried unanimously.



STATE BOARD OF EDUCATION
 TRUSTEES OF BOISE STATE UNIVERSITY
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 BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
 STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

DRAFT MINUTES
STATE BOARD OF EDUCATION
 June 23, 2015
 Office of the State Board of Education
 Len B. Jordan Building, 3rd Floor
 Boise, Idaho

A special meeting of the State Board of Education was held June 23, 2015 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Don Soltman presided and called the meeting to order at 2:30 pm Mountain Time. A roll call of members was taken.

Present:

Don Soltman, President	Richard
Westerberg	
Emma Atchley, Vice President	Debbie
Critchfield	
Bill Goesling, Secretary	

Absent:

Sherri Ybarra, State Superintendent
 Dave Hill

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

1. Boise State University – Contract for Athletic Director

BOARD ACTION

M/S (Lewis/Goesling): To approve the request by Boise State University to enter into a five (5) year employment agreement with Curt Apsey, Athletic Director, commencing on August 1, 2015 and terminating on July 31, 2020, at a salary of \$331,500 and supplemental compensation provisions as set forth in Attachment 1, including revisions discussed and described by Kevin Satterlee during the meeting. A roll call vote was taken and the motion carried unanimously 6-0.

Mr. Lewis introduced the item indicating that Boise State University is requesting approval of a contract for a new Athletic Director. The current Athletic Director, Mark

Coyle, announced his resignation on June 19, 2015 to be effective July 2, 2015. To maintain stability and continuity in the program, the University has recruited Curt Apsey to be the new Athletic Director.

Dr. Goesling reported from the Athletics Committee that they had met and discussed the contract earlier today. He requested BSU Legal Counsel Kevin Satterlee walk the Board members through the highlights of the contract. Mr. Satterlee indicated the terms of the contract are very similar to current Athletic Director's contract. The salary and incentives are the same as the current Athletic Director, and the term of the proposed agreement is for five years. The base salary is \$331,500, and incentives were outlined in the agenda materials provided to Board members. Mr. Satterlee pointed out the revised liquidated damages provisions of the contract, Section 5.3.3., have been changed to \$200,000 for years one and two, \$100,000 for years three and four, and \$50,000 for the fifth year should Mr. Apsey end his contract early. One additional change is that the automobile provided as part of the compensation will be subject to and in accordance with Board policy.

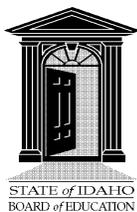
Ms. Critchfield asked when BSU was alerted of the departure. Dr. Kustra responded he received the call Friday evening from Mr. Coyle that he had accepted an offer from Syracuse University. He reported that Mr. Coyle has been very up front when other institutions have contacted him and Dr. Kustra indicated he was not surprised by the call.

For the benefit of the Board, Mr. Lewis reported that is viewed as a very good selection by BSU and that Mr. Apsey is making a long term commitment to the University.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Goesling): To adjourn the meeting at 2:40 p.m. Mountain Time.
The motion carried unanimously.



STATE BOARD OF EDUCATION
 TRUSTEES OF BOISE STATE UNIVERSITY
 TRUSTEES OF IDAHO STATE UNIVERSITY
 TRUSTEES OF LEWIS-CLARK STATE COLLEGE
 BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
 STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

**DRAFT MINUTES
 STATE BOARD OF EDUCATION
 June 17-18, 2015
 North Idaho College
 Rooms 6163/6164
 Coeur d'Alene, Idaho**

A regularly scheduled meeting of the State Board of Education was held June 17-18, 2015 at North Idaho College, Student Union Building in Coeur d'Alene, Idaho.

Present:

Emma Atchley, President	Bill Goesling
Rod Lewis, Vice President	Richard Westerberg
Don Soltman, Secretary	Debbie Critchfield
Sherri Ybarra, State Superintendent	Dave Hill

Board President Emma Atchley presided and called the meeting to order at 10:00 a.m. Pacific Time. The meeting entered immediately into Executive Session.

EXECUTIVE SESSION (Closed to the Public)

M/S (Lewis/Westerberg): To meet in executive session pursuant to section 67-2345(1)(a), Idaho Code, to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. A roll call vote was taken and the motion passed unanimously. Board members entered into Executive Session at 10:00 a.m. Pacific Time.

Ms. Atchley requested unanimous consent to go out of executive session at 12:25 p.m. Pacific Time and recess the meeting for lunch. There were no objections.

The meeting resumed for regular business at 1:00 p.m. Pacific Time. President Atchley thanked Dr. Dunlap and North Idaho College (NIC) for their hospitality and announced a groundbreaking ceremony today at NIC's new Career Technical Education building and that transportation would be provided for those who would like to attend.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Lewis/Soltman): To approve the agenda as presented. The motion passed unanimously.

2. Minutes Review / Approval

BOARD ACTION

M/S (Lewis/Hill): To approve the minutes from the April 15-16, 2015 Regular Board meeting, and the May 20-21, 2015 Board Retreat submitted. The motion passed unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Lewis/Soltman): I move to set May 18-19, 2016 as the date and Boise, Idaho as the location for the 2016 Board Retreat, and to set June 15-16, 2016 as the date and Eastern Idaho Technical College as the location for the June 2016 regularly scheduled Board meeting. The motion passed unanimously.

WORKSESSION**A. FY17 Line Item Budget Requests****BOARD ACTION**

M/S (Lewis/Westerberg): To direct the Business Affairs and Human Resources Committee to review the FY 2017 budget line items as listed on the Line Items Summary at Tab A pages 3-4, and to bring recommendations back to Board for its consideration at the regular August 2015 Board meeting. The motion passed unanimously.

Mr. Freeman, Chief Fiscal Officer from the Board Office, reviewed the budget line item request process for the Board pointing out that since April institutions and agencies have developed their budget requests for the next fiscal year. He indicated they are seeking input today from the Board on anything the Business Affairs and Human Resources (BAHR) Committee should take into consideration related to the budget line items in developing a recommendation to the Board at its August meeting. Mr. Westerberg remarked on his comfort of the guidelines and process established by the BAHR Committee.

Mr. Lewis indicated the BAHR Committee would like input from the Board on if it would like to use a philosophy in submitting line items; such as whether to submit all the line items of the institutions or to submit institutions' top three requests.

Related to deferred maintenance, Mr. Hill suggested an integrated approach might make more sense, and asked what the approach to deferred maintenance is at the Board level. Mr. Freeman responded that if there is desire by the Board to address deferred maintenance at the system wide level it could be developed by the June meeting. Mr. Hill remarked that deferred maintenance often gets deferred further unless it is separated and treated as a problem to be solved. He requested the BAHR Committee look at deferred maintenance as a broad issue across the institutions. Mr. Westerberg agreed and pointed out it would need to be prioritized along with other system wide line items for the institutions.

Mr. Freeman directed Board members to page 165 of their materials regarding WWAMI and medical education. He provided some background in that the Idaho Medical Association has a Medical Education Subcommittee that meets quarterly to develop recommendations for funding for medical education at various levels. The Board received notice that the University of Utah would have capacity to bring two more seats in for Idaho. Mr. Freeman indicated he did include in the budget request the two additional seats. Dr. Goesling asked about the cost. Mr. Freeman responded the cost is \$41,500 each. Mr. Lewis commented that he felt it would be good sense to expand the seats if possible. Dr. Rush also pointed out that expansion of the seats is something the Board has adopted and is consistent with past work. Ms. Atchley commented that the Board would not object to the request being included.

Mr. Freeman requested guidance to the BAHR Committee regarding a cap being set at 10% of the general fund appropriation. He pointed out that in the Board materials it shows what that equates to for each institution, along with the cumulative amount for each institution. There was discussion about prioritizing the institution budget requests. Mr. Lewis asked if they should think in terms of a percentage in regards of the request and suggested a higher amount than requested in the past. Mr. Lewis recommended having the institutions indicate whether deferred maintenance is one of their priority line items. Mr. Westerberg felt the Board should prioritize on a system wide basis individual line item requests. Mr. Lewis echoed those remarks, adding that it may be a challenge in communicating needs to the legislature. Mr. Lewis remarked that it made sense for BAHR to look at the system wide requests, and ask the institutions to prioritize their top three or four, then set a cap (whatever the percentage may be) on that. Ms. Atchley recommended a proportionate expectation (percentage or otherwise) on the institutions as some way to limit the total amount of the request.

B. Program Prioritization Update

Mr. Soltman introduced the item reviewing the program prioritization process for the Board members. He indicated the four-year institutions would make brief presentations on their progress to date. Each institution prepared a written report which was included

in the agenda materials.

Dr. Jim Munger, Vice Provost for Academic Planning at Boise State University (BSU), filled in for Provost Dr. Marty Schimpf to provide an update to the Board. He was accompanied by Ms. Stacy Pearson, Vice President for Finance and Administration. Dr. Munger clarified the overview would contain implementation progress of the 2013-14 planned actions, and progress in achieving sustainability of process. There were 240 programs under Administrative and Support with 256 actions proposed. Of that, 142 actions have been completed, and 157 are in progress, equaling 84% complete or in progress. He reported they have fully implemented organizational changes in the Division of Academic Affairs. They have evaluated 135 degree and graduate certificate programs and reviewed their rank based on metrics. Twenty nine programs require substantive change, discontinuation, or consolidation. They are evaluating the programs yearly. Dr. Munger reported on sustainability and that integration with accreditation in the on-going process will be necessary. Aligning program prioritization with the Northwest Commission on Colleges and Universities (NWCCU) provides a basis to evaluate contributions to the mission of the units that comprise the university. He discussed two key aspects of integration with accreditation. He reported on enhancement of analytics and the focus on enhancing data integrity and quality, and on the simplification and focus in key performance indicators.

Ms. Pearson reviewed the program prioritization process integration with the budget process. All university departments were asked to identify budget reductions based on current needs and program prioritization initiatives. She reported that for their FY16 budget, they actually set target reductions and provided the percentages for each unit. Ms. Pearson pointed out that departments were also able to seek increases for new initiatives. She reviewed highlights from the human resources, information technology, advancement/foundation, and campus operations areas. Ms. Pearson pointed out that a priority is to create a public safety office at BSU. In addition to expense reductions, she reviewed ways to enhance revenue such as increase enrollment in programs and classes, and proposals from departments and colleges.

Dr. Goesling asked how they are dealing with programs that have MOUs with other institutions. Dr. Munger responded they haven't encountered that yet, but the bottom line is the students are priority and will be taken care of. Mr. Soltman remarked on their emphasis on sustainability and thanked BSU for their work. Ms. Atchley asked about their measures for programs that involve graduation rates. Dr. Munger clarified the measure it is the number of graduates being produced by a specific program.

Dr. Laura Woodworth-Ney, Provost and Vice President for Academic Affairs, and Mr. Jim Fletcher, Vice President for Finance and Administration, reported for Idaho State University (ISU). Dr. Woodworth-Ney proceeded to report on the goals and planning, and pointed out ISU built a data system to support the program prioritization effort. On the academic side they linked their effort to the accreditation process and to ISU's core themes. They evaluated 270 academic programs and 177 academic programs were independently scored. She provided details of ISU's in-house viability data system which provides program-level evaluation data to all deans, chairs, and program

directors. Dr. Woodworth-Ney provided highlights of their outcomes, recommendations, and action plans, which included consolidations and program eliminations. She reported they have had 104 total programmatic changes and 65 program changes completed to date. She did report they hosted an external consultant to assist with implementation. Dr. Woodworth-Ney reported on the opportunities identified by ISU throughout this process. They intend to expand the data system built for this process for many other uses. She reported they have discovered additional opportunities within ISU's region and are looking at data differently for each of ISU's campuses and centers, and how location plays a role. She reported that their accreditors were very supportive of program prioritization, adding their program viability tool will assist them on-going.

Mr. Fletcher reviewed the non-academic program prioritization progress, reviewing goals and outcomes. He pointed out their non-academic programs link to their academic programs and reported ISU established two key objectives that the university plans to fund as a result of program prioritization. First is an on-going university-wide compensation plan for faculty and staff; and second is on-going student programs for maximizing student success related to access, opportunity, and retention. He reviewed measurement criteria for non-academic programs and that they used a survey approach to address six major areas. Mr. Fletcher reported on the number of non-academic programs evaluated which totaled 174, and their various placement in quintiles. For each program identified in the fifth quintile, an action plan was submitted to either consolidate or eliminate the program. He reviewed their implementation process, and the challenges and opportunities they discovered, and how the exercise is an on-going process. He pointed out they received applause from the NWCCU for their work on the program prioritization process.

Dr. Goesling asked how they are dealing with programs that have MOUs with other institutions. Dr. Woodworth-Ney responded the majority of programs were potential expansions with CSI and they are working together on them. Mr. Freeman complemented them on their work in building the data viability system they are using.

Dr. John Wiencek introduced himself as the new Provost and Executive Vice President for the University of Idaho (UI) and provided a high level report to the Board on the institution's program prioritization process. He summarized by stating that quality and quantity matter – that one drives the other. In sustaining the momentum, they recognize that synergies between academic and operational processes are necessary. He reported that they reviewed a total of 358 programs in both academic and non-academic areas. Related to degree programs, they moved or restructured six, restructured 12, renamed one, and discontinued 19. He pointed out some challenges such as the new NWCCU process is not always consistent with SBOE program prioritization process. He reviewed opportunities such as identification of resources to invest in important initiatives, and ways to improve current operations. Dr. Wiencek pointed out they are coming into a new strategic planning process and view that as a tremendous opportunity to converge the items together to help sustain the long term plan. He remarked on long term institution sustainability which requires more than program prioritization. He indicated UI needs to continue to focus on selective excellence, innovation, prioritization, planning and execution, and budget models.

Mr. Westerberg remarked that the other institutions reported on their institutionalization of the principles of program prioritization and resource allocation and asked about it for UI. Dr. Wiencek responded that as part of the previous leadership and process it hasn't been formalized yet, adding that the feeling is a new leadership team will help address and finalize a plan going forward. He added that from his perspective one of the main issues that needs to be dealt with is how to move resources around the campus in a fluid way. Mr. Westerberg requested a progress update from UI as they move through the process.

Dr. Lori Stinson, Provost and Vice President for Academic Affairs, and Mr. Chet Herbst, Vice President for Finance and Administration from Lewis-Clark State College (LCSC), presented the program prioritization progress report to the Board. Dr. Stinson reviewed their strategic plan goals and processes. She reported during the last year the focus has been on implementation of the action plans, conducting major reviews, and sustainability of the process. All instructional and non-instructional programs were quintiled, with 23 programs in each quintile. Dr. Stinson provided some specific examples within each quintile. She remarked on some of the challenges around coordination between program prioritization outcomes with strategic enrollment growth, along with melding program prioritization into their accreditation process. She remarked on opportunity and the cross-campus dialogue this process has opened up, and reported they have had some good gains with this program prioritization process. Dr. Stinson discussed sustainability where they intend to continue with follow-up from action plans and major reviews, viability expectations, to continue to integrate into budget/planning processes and to continue to look for efficiencies and resources that can be reallocated to strategic enrollment initiatives.

Dr. Stinson commented on the need of data and that they will have a new Institutional Research Director starting July 1st. She pointed out the need for good data at a program level and that they have engaged in the Delaware Study for the past two years which has helped for some programs. She pointed out there is still a need for more program-specific data, and LCSC has engaged ISU regarding their system and suggestions in developing a framework for LCSC to use.

Dr. Stinson reported on what's next for LCSC which includes implementation of all components of major program reviews and resultant actions plans. The ongoing tracking of action plans, seeking resources for quintile one and two programs, and looking at the resources that have been flagged for reallocation. Dr. Stinson pointed out that they did not conceptualize their administrative units as programs in the prioritization process, and intend to look at alignments at that level which might help with efficiencies.

Dr. Goesling asked about their joint programs with other institutions and how they are prioritized. Mr. Herbst responded they take into account those programs with outside entities and have also used the process to leverage additional resources for those programs. He added that the process has helped them with their budget line item request process. Mr. Soltman commended LCSC for their work.

Mr. Freeman reminded board staff that Mr. Westerberg requested a progress update from ISU and asked if the Board would like any additional progress reports on program prioritization. Mr. Westerberg recommended regular updates to IRSA and annual updates to ensure institutionalizing the process. Ms. Atchley added that reviewing the annual operating budgets and how they align with program prioritization may be helpful.

The meeting was recessed at 3:08 p.m. Pacific Time.

Thursday June 18, 2015, 8:00 a.m., North Idaho College, Student Union Building, Coeur d'Alene, Idaho.

Board President Atchley called the meeting to order at 8:00 a.m. Pacific Time for regularly scheduled business.

OPEN FORUM

There were three requests to address the Board during Open Forum.

Mr. Murray Stanton, Chair of the Board for the Idaho Distance Education Academy (IDEA) Charter School/Gem Innovation Schools, addressed the Board regarding the 2016 legislative ideas list which includes an item on charter school non-profit corporation limits. He felt that a charter management organization (CMO) structure is optimal for a number of reasons including efficiency and maximization of resources. He indicated they are also exploring a blended learning approach through a pilot program in Pocatello.

Ms. Barb Femreite, Director of Business Operations at IDEA Charter School, commented to the Board they are a homegrown school with a solid team. She further remarked they are a five star school and would like to expand their team into the blended learning area, and would like to be able to expand options to students throughout the state of Idaho.

Ms. Evanlene Melting Tallow, American Indian and International Student Advisor at North Idaho College, and serving on the Indian Education Committee, addressed the Board regarding the Indian Education Summit held last week in Boise. She pointed out that Idaho does not have any curriculum or lesson plans in K-12 for Idaho tribes. Washington, Oregon, Wyoming, and Montana all have curriculum plans that teachers in the public schools can access to develop lesson plans for K-12 in Math, English, History, etc. She felt it would be very important for Idaho be a part of that and for Idaho to build it into its system to honor and represent Idaho tribes.

At this time, Board President Atchley recognized Dr. Steve Albiston, President of Eastern Idaho Technical College, who is retiring this year after 34 years at the college in various roles. She presented a plaque in recognition of his service to EITC and the State of Idaho. Ms. Atchley recognized Dr. Mike Rush who has accepted a position with South Dakota Board of Regents. Ms. Atchley commented on his outstanding leadership and outgoing nature; he has been serving the state of Idaho in education for 30 years.

Ms. Atchley then went on to recognize Rod Lewis for this long and outstanding service to the Board over the last 15 years. She remarked on his dedication to the Board and to education, serving three full terms.

CONSENT AGENDA

M/S (Lewis/Goesling): To approve the consent agenda as presented. The motion passed unanimously.

BAHR – Finance

1. Boise State University – Multi-Year Air Charter Contract

By unanimous consent to approve Boise State University’s request to enter into an agreement with Sun Country Airlines for air charter services for the 2015-2019 football seasons and to authorize the Vice President for Finance and administration to execute the current agreement and renewal agreements through 2019.

2. Boise State University – Purchase of Video Board for Taco Bell Arena

By unanimous consent to approve the request by Boise State University to purchase a video board, score board, and closed captioning displays for placement in the Taco Bell Arena at a cost not to exceed \$1.5 million.

3. University of Idaho – Idaho Water Center – Partial Termination of Sublease with CH2M Hill and Simultaneous Sublease to St. Luke’s Regional Medical Center

By unanimous consent approve the request by the University of Idaho for authority to amend the existing sublease with CH2M HILL and to enter into a new sublease with St. Luke’s Regional Medical Center, both in substantial conformance to the forms submitted to the Board in Attachments 1 and 2; and to authorize the University’s Vice President for Finance to execute these and any other related transactional documents.

4. Eastern Idaho Technical College – Eastern Idaho Technical College Foundation – Short Term Pay Increase to the Executive Director of the Foundation

By unanimous consent approve the request by Eastern Idaho Technical College for the Eastern Idaho Technical College Foundation to award a short term merit pay increase to the Executive Director of the Foundation.

IRSA

5. WWAMI admissions Committee Appointment

By unanimous consent approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Lance Hansen to the Idaho WWAMI Admissions Committee effective July 1, 2015.

6. Programs and Changes Approved by Executive Director – Quarterly Report

This item was included for informational purposes.

PPGA

7. Indian Education Committee Appointment

By unanimous consent to appoint Mr. Nolan Goubeaux, representing the College of Southern Idaho to the Idaho Indian Education Committee, effective immediately.

8. State Rehabilitation Council Appointment

By unanimous consent to approve the reappointment of Lonnie Pitt to the Vocational Rehabilitation State Rehabilitation Council as a representative of a former applicant or recipient of VR for a term of three years effective July 1, 2015 and ending June 30, 2018.

By unanimous consent to approve the reappointment of Angela Lindig to the Vocational Rehabilitation State Rehabilitation Council as a representative of a parent training and information center for a term of three years effective July 1, 2015 and ending June 30, 2018.

By unanimous consent to approve the reappointment of Lori Gentillon to the Vocational Rehabilitation State Rehabilitation Council as a representative of a community rehabilitation program for a term of three years effective July 1, 2015 and ending June 30, 2018.

By unanimous consent to approve the appointment of Suzette Whiting to the Vocational Rehabilitation State Rehabilitation Council as a representative of a Vocational Rehabilitation counselor for a term of three years effective July 1, 2015 and ending June 30, 2018.

9. Data Management Council Appointment

By unanimous consent to approve the reappointment of Georgeanne Griffith, Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller and appointment of Chris Campbell to the Data Management Council.

10. Boise State University – Alcohol Permit for 2015 Home Football Games – Pre-Game Events

By unanimous consent to approve the request by Boise State University to establish secure areas under the conditions set forth in this request, and in full compliance with Board policy I.J., for the purpose of allowing alcohol service during pre-game activities for the 2015 home football season, a potential conference championship game, the Famous Idaho Potato Bowl, and the 2016 Spring Game; a request will be brought back to the Board after the conclusion of the 2015 season for reconsideration for 2016.

11. Idaho State University – Alcohol Permit for 2015 Home Football Games

By unanimous consent to approve the request by Idaho State University to establish secure areas as specified in Attachments 1 and 2, for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Police I.J. during the 2015 season home football games.

12. University of Idaho – Alcohol Permit for 2015 Home Football Games – Pre-Game Events

By unanimous consent to approve the request by the University of Idaho to allow alcohol service during the 2015 football season and 2016 spring practice game in the North Kibbie Field and the Student Activities Field, under the conditions outlined in Board policy section I.J. subsection 2.c.

13. University of Idaho – Alcohol Permit for 2015 Home Football Game – Suite Club Seating

By unanimous consent to approve the request by the University of Idaho to allow alcohol service during the 2015 football season and during the spring 2016 football scrimmage, in the Lighthouse Center/Bud and June Ford Club Room located in the ASUI Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

14. President Approved Alcohol Permits

This item was included for informational purposes.

SDE

15. Professional Standards Commission Appointment

By unanimous consent to reappoint Margaret Chipman as a member of the Professional Standards Commission for a three-year term beginning July 1, 2015, and ending June 30, 2018, representing School Board Members.

By unanimous consent to reappoint Kristi Enger as a member of the Professional Standards Commission for a three-year term beginning July 1, 2015, and ending June 30, 2018, representing Professional-Technical Education.

By unanimous consent to appoint Dana Johnson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2015, and ending June 30, 2018, representing Private Higher Education.

16. Request for Waiver of 103% Student Transportation Funding Cap

By unanimous consent to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 133% for a total of \$43,087 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Genesee School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 143% for a total of \$10,801 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Highland School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 143% for a total of \$2,811 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Kamiah School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 136% for a total of \$981 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Kellogg School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 108% for a total of \$23,602 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Meadows Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 153% for a total of \$26,816 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 119.6% for a total of \$51,146 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 129% for a total of \$4,716 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Plummer-Worley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 111.3% for a total of \$3,541 in additional funds from the public school appropriation.

By unanimous consent to approve the request by Salmon School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2015 of 115.5% for a total of \$10,341 in additional funds from the public school appropriation.

17. Transport Students Less than One-and-One-Half Miles for the 2014-2015 School Year

By unanimous consent to approve the requests by ninety five (95) school districts and twelve (12) charter schools for approval to transport students less than one and one-half miles as listed in Attachment 1.

AUDIT

18. Idaho State University – Foundation Operating Agreement

By unanimous consent to approve the update to the Operating Agreement between the Idaho State University Foundation, Inc. and Idaho State University as presented.

19. University of Idaho – Alumni Association Operating Agreement

By unanimous consent to approve the Operating Agreement between the University of Idaho Alumni Association, Inc. and University of Idaho as presented.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. North Idaho College (NIC) Progress Report

President Joe Dunlap provided North Idaho College's annual report to the Board. He reported that the three community colleges have implemented the voluntary framework

of accountability (VFA) student success measure. One of their key measures is the licensure pass rates which have improved steadily since 2012. Dual credit annual enrollment has also increased since 2012. Dr. Dunlap reported NIC is pilot testing a program called Dual Enrolled.com. Regarding remediation, the number of students going to NIC who need remediation has declined slightly to 66.5%. He pointed out related to their budget, NIC has reduced it by \$3 million based on declines in enrollment which peaked in 2012. Fall enrollment at NIC has declined by 10% last year and the year before; the peak for enrollment was in 2012.

Dr. Dunlap provided updates on initiatives such as funding support from the J.A. and Kathryn Albertson Foundation for the PTECH Network and the Village Project. NIC was designated the state entity for the Federal Mining Safety Health Administration training grant. He commented on remediation reform success, particularly with their English 101+ course. He also pointed out their Physical Therapy Assistant program has received accreditation. The program is a collaboration between NIC, CWI, CSI and LCSC. He reported on a number of grants recently received by NIC such as the Idaho Center of Excellence (ICE) Healthcare partnership for \$4.6 million. It is a collaborative grant along with LCSE and ISU, where they are partnered with a number of industry representatives. A Wood Products Manufacturing Center for Excellence grant that works with three industry partners serving 11 mills in Idaho and impacts over 1,406 jobs combined. Estimated combined revenue is \$607M. The Healthcare Career Pathway Grant which fosters development of a career pathway for nursing assistants (CNAs); NIC is partnering with three north Idaho healthcare providers. He also reported on the new Career Technical Education Building next to KTEC High School which will be open for classes by Fall 2016. He commented on a student wellness center which is self-funded, and a joint use facility which is a collaborative project with LCSC and University of Idaho, along with the City and Lake City Development Corporation and Kootenai Health, that will serve as a one stop student service center. He closed by highlighting their three outreach centers in Bonners Ferry, Sandpoint, and Kellogg.

2. President's Council Report

Dr. Joe Dunlap, President of North Idaho College and current chair of the President's Council provided a report to the Board summarizing the two most recent President's Council meetings in May and June. He reported on institution immunization policies and that discussion suggested having a statewide policy would align with best practices used around the country, would ensure high vaccination rates, be a good mechanism for tracking compliance, and would allow institutions to make good decisions in cases of an outbreak. Questions for consideration are which immunizations should be included, target groups, who will track and enforce the mandate, etc. It was recommended that the Board office convene a small group to develop a policy and target the August Board meeting for a presentation to the Board.

Dr. Dunlap provided a direct admissions update and that the task force was currently working on mechanisms needed to provisionally admit high school seniors and how to continue the help once admitted. He reported that Board staff would be presenting additional information on the item at this meeting. Dr. Dunlap reported on the statewide

higher education economic impact study being conducted by EMSI that will have aggregate breakout reports for the 4-year and 2-year institutions. Regarding the Blue Ribbon Commission on Higher Education, chaired by Lt. Governor Brad Little, he reported its focus is on improving funding for the 4-year institutions with an ongoing impact. Presidents discussed other members of the commission should include university and college presidents, business representatives, and industry leaders.

Dr. Dunlap reported that Dr. Staben expressed an interest in mid-year presidential assessments conducted by the Board in addition to the end of year evaluations they currently received. There was varied consensus as to whether this would be helpful for other presidents. Dr. Rush indicated the mid-year assessments would only be done by request.

At the June President's Council meeting, Dr. Rush informed presidents that members of the institutions' general counsel were contacted in an attempt to develop ideas for alternatives to the state's risk management program. Additionally, an update was provided on the common application which is progressing.

Dr. Dunlap reported that Dr. Tony Fernandez would be taking over as chair of the President's Council. Dr. Fernandez reported there would be no July meeting, but they would be having a meeting and retreat in August. The August meeting will be hosted by ISU at their Meridian campus instead of their main Pocatello campus.

3. Idaho Public Television (IPTV) Annual Report

Mr. Ron Pisaneschi, General Manager of IPTV, provided an annual report to the Board. He gave an overview of IPTV, reviewed content and services, successes, budget, statewide delivery system issues, and other challenges.

Mr. Pisaneschi reviewed their program structure which is divided into two areas; the statewide delivery system (the technology) and educational content. This year they celebrate their 50th anniversary and there will be two kick-off events: October 8th in Boise and 9th in Moscow; invitations are forthcoming. For the third year in a row IPTV has been the #1 viewed station per capita in Idaho. IPTV can be accessed online via desktop and mobile. This year they have already won over 47 national and regional awards. He reported that donor funding is critical to their success in providing high quality programming and IPTV has more than twice the donations per capita than other statewide systems.

Mr. Pisaneschi reported this year the IPTV Board has an initiative to grow its endowment to \$5 million. They are currently at \$4.6 million. He reported on content partnerships and initiatives which include an EPSCoR project, partnerships with Idaho universities, K-12 oversight and learn channel, 12 hours of weekday children's education content, and on-line resources for teachers and students. They have also partnered with the State Board office on the Educate Idaho initiative, and reported on a number of successful local productions.

Mr. Pisaneschi reported on the IPTV budget, pointing out equipment replacement funding continues to be a challenge. He provided a peer group comparison which shows Idaho receiving the least amount of state funding. He reported for the FY17 budget request, they are seeking fund-shift from dedicated to state funds for three accounting positions and three engineering positions. They are also asking to make several temporary positions to part-time classified which requires no cost. He reported on challenges such as operational funding and congressional funding to Corporation for Public Broadcasting (CPB) which is flat or shrinking, and that operational costs continue to be squeezed when there is a CPB expense. Depreciation of equipment continues to be a challenge with \$24 million in assets, and 77% of that is depreciated. He reported on the pending spectrum auction/repacking with the FCC. The translator costs are not covered and the channel frequencies are not guaranteed; it will have an impact on IPTV in a variety of ways. They may have to move channels and not have the funds to do so, or if they do move channels, there may not be frequencies to do so. It is still uncertain how it will play out.

4. 2016 Legislative Ideas

BOARD ACTION

M/S (Westerberg/Hill): To approve the legislative ideas 1-8 and 10-16 as submitted and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process. The motion passed unanimously.

Ms. Tracie Bent, Chief Planning and Policy Officer from the Board office, provided a summary of legislative ideas for the 2016 legislative session. She noted there was one item submitted by the University of Idaho which was not included in the agenda materials as it required additional follow-up; it will be provided in August for consideration. She summarized the following legislative ideas:

1. The Youth Education Account, – Money from the fund would be used exclusively for the production and purchase of radio and television advertising designed to advise children of the risks and problems associated with the use of alcohol and drugs.
2. State Residency for Tuition Purposes – This would streamline the residency determination process to allow for greater success to students as well as reduce the staff time necessary to make these determinations. Dr. Goesling requested a greater discussion which would include the Native American Tribes. Ms. Bent clarified that any Tribes with historical boundaries in the state are eligible.
3. Transfer of Sick Leave between Educational Entity's – This provides clarification on how accrued sick leave is handled between educational entities and the use of transferred sick leave at the time of retirement. The changes would include clarifying between school district employees, IDLA employees and the public institutions.

4. Charter School Non-profit Corporation Limitations – Adds clarification that a non-profit corporation authorized to engage and manage a public charter school may not operate enterprises other than the public charter school. It would also address issues regarding the number of charter schools that may be organized and managed under a given non-profit corporation.
5. Tax Commission Reporting – This would remove the requirement that the Tax Commission report to the Department of Education.
6. School Counselors – This provides a technical correction to language in Section 33-1212, Idaho Code, regarding the certification requirements for individuals licensed as social workers who wish to work in Idaho public schools. The amendments would provide clarification.
7. Acquisition of Real Property Requirements – This will require community colleges to acquire an appraisal prior to entering into a purchase agreement for real property.
8. Scholarship Technical Corrections – The amendment will provide clarifying language regarding the disability determination of the Armed Forces and Public Safety Officer Scholarship and to make technical corrections. Dr. Goesling asked about adding back in the Grow Your Own Scholarship. Ms. Bent responded there were some legal implications with that scholarship where some of the federal requirements were not being met. Something similar to that scholarship would require a statewide analysis to determine whether or not affected populations were discriminated against. Ms. Bent reported they will look at the data and have a broader discussion forthcoming.
9. Attendance at Schools – This has to do with expanding the compulsory attendance requirements which may help reduce drop-out rates to increase academic achievement throughout a student's educational experience. Ms. Critchfield would like to see additional research and asked about the compliance piece; she would generally like more information on the item. Ms. Bent suggested adding it to the August meeting agenda if the Board would like a deeper discussion on the item. Ms. Ybarra indicated it should have additional discussion and was concerned it should be vetted properly and for the public to be included. Based on discussion, the motion will exclude this item, with the notion there will be further discussion and research on the item. The PPGA Committee will do more research on the item and return to the Board for discussion.

Governor's Task Force Recommendations/Subcommittee Implementation

10. Career Ladder Pupil Service Staff – This would amend existing law to establish outcome based criteria for Pupil Service Staff would be placed on the Career Ladder. Additional technical corrections would also be made. There was

discussion on the evaluation and whether the Danielson Model should be used to improve teaching and professional development training or as a method of evaluation. Mr. Westerberg would like reports to the Board on how the review goes by the Department and what they discover after looking at the data. Ms. Ybarra agreed indicating she would provide that information to the Board when it is available. Mr. Lewis suggested there may be an administrator issue in improperly evaluating those they have responsibility over. Dr. Hill recommended not having a lengthy discussion on the tool, but what it is designed to improve and how we get the most out of it to help teachers. Mr. Lewis was concerned about conflating the issue.

11. Student Literacy – The proposed changes would clean-up existing language and expand reading interventions for students in kindergarten through grade three, including full day kindergarten for students who have been identified at or below a specified level of proficiency. Changes would also make technical corrections regarding the state’s reading assessment and remove unnecessary details and repealing a portion of the section that has become outdated and unnecessary. The Literacy Subcommittee will bring forward formal recommendations for Board consideration prior to the submittal of the final legislation for Board consideration.
12. School District Continuous Improvement Plans – This incorporates the recommendations from the Accountability and Autonomy Task Force subcommittee into the school district continuous improvement plan process.
13. Public School Funding – This serves as a place holder for work the Task Force’s subcommittee on Public School Funding is doing. Ms. Bent added that because of the complexity of the issue, it will likely not be completely resolved this year; but there are initial things that may be forwarded to the Governor prior to the 2016 legislative session.

Agency Submitted Legislative Ideas

14. Vocational Rehabilitation – Federal Aid – This piece makes necessary updates related to changes in the federal regulations impacting the Rehabilitation Act.
15. Professional-Technical High School Funding Model – This amends the professional-technical funding model from an Average Daily Attendance (ADA) based model to an Enrollment based model plus incentive funding based on performance standards.
16. PTE Secondary Programs Incentive-Based Funding – This amends the section of code to provide funding for exemplary PTE secondary programs.

Mr. Lewis added it would be good to see new legislation for four years of math instead of three, and that Algebra 2 be required. He also commented that the Board is not an executive agency, but rather that the Board is a constitutional body.

1. Institution/Agency and Special/Health Programs Strategic Plans

BOARD ACTION

M/S (Westerberg/Soltman): To approve the Institution, Agency, and Special/Health programs strategic plans as submitted. The motion passed unanimously.

Related to the Department's strategic plan, Mr. Soltman recommended a change to the page two in the language where it states, ". . . The State Department of Education partners with independent school districts", and changing it to just say ". . . partners with school districts." Ms. Ybarra agreed and indicated she would direct the change.

2. Indian Education Committee Strategic Plan

BOARD ACTION

M/S (Westerberg/Goesling): To approve the 2016-2021 Idaho Indian Education Strategic Plan as submitted in Attachment 1. The motion passed unanimously.

Ms. Patty Sanchez, Academic Affairs Program Manager from the Board Office, introduced the item indicating she provides staff support to the Indian Education Committee. She was accompanied by Ms. Chris Mahoney-Minor member of the Coeur d'Alene Tribe, Vice Chair of the Committee, and Director of the Department of Education for the Coeur d'Alene Tribe. She indicated Chairman Bob Sabbota was unable to attend the meeting. Ms. Mahoney-Minor reviewed the strategic plan, reporting on the status of Indian education in Idaho. She indicated the gap between native and non-native students on achievement tests is persistent, pointing out native students are less likely to be college ready in Math, Reading, English, Science, and History. She reported they hope to address these issues in their strategic plan and shared the plan's vision and mission statements.

Dr. Yolanda Bisby is the Executive Director of Tribal Relations for the University of Idaho, member of the Indian Education Committee, and Nez Perce Tribal member. She reported the Indian Education Committee has identified two goals: to promote academic excellence for American Indian students, and to increase culturally relevant pedagogy in teacher education programs. Dr. Bisby identified the objectives to each of the goals.

Ms. Sanchez reported the Committee would be working with Board staff to extract data to help formalize benchmarks and performance measures, bringing those back before the Board in October for consideration.

Dr. Goesling recognized the efforts of Ms. Johanna Jones from the Department, and Ms. Sanchez of the Board office and thanked them for their work with the Tribes.

3. Amendment to Board Policy Section I.Q. Accountability Oversight Committee – Second Reading

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the second reading of Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1. The motion passed unanimously.

4. Amendment to Board Policy – Section I.S. Institutional Governance – Second Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the second reading of amendments to Board Policy I.S. Institutional Governance as submitted in Attachment 1. The motion passed unanimously.

5. Proposed Rule IDAPA 08.02.01.650 – General Education Development Test/Idaho High School Equivalency Certificate

BOARD ACTION

M/S (Westerberg/Soltman): To approve the Proposed Rule amendments to IDAPA 08.02.01.650 as submitted in Attachment 1 as amended. The motion passed unanimously.

Ms. Bent provided background and reviewed the proposed rule which makes changes to the language regarding the requirements for the General Educational Development (GED ©) test, and specifically as it applies to the Idaho High School equivalency certificate. Mr. Lewis asked about the proficiency level and Ms. Bent responded it would be added. After discussion on the item, the motion was amended to include the proficiency level as “passing” for the GED testing level as established by the GED testing service.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)**Section I – Human Resources**

1. Chief Executive Officer Employment Agreements/Terms

BOARD ACTION

M/S (Lewis/Soltman): To approve the amended employment agreement for Dr. Robert Kustra as President of Boise State University. The motion passed unanimously.

M/S (Lewis/Soltman): To approve the amended employment agreement for Dr. Chuck Staben as President of the University of Idaho. The motion passed unanimously.

M/S (Lewis/Goesling): To approve the amended employment agreement for Dr. Art Vailas, as President of Idaho State University. The motion passed unanimously.

M/S (Lewis/Hill): To approve the amended employment agreement for Dr. Tony Fernandez as President of Lewis-Clark State College. The motion passed unanimously.

2. Amendment to Board Policy Sections II.H. – Coaches and Athletic Directors - Second Reading

BOARD ACTION

M/S (Lewis/Hill): To approve the second reading of proposed amendments to Board Policy Sections II.H., as presented in Attachment 1. The motion passed unanimously.

3. Boise State University – Multi-Year Employment Agreement – Football Defensive Coordinator

M/S (Lewis/Soltman): To defer item back to the BAHHR committee for technical corrections. The motion passed unanimously.

BSU Vice President and Legal Counsel, Mr. Kevin Satterlee, requested the item be deferred for technical corrections and brought back before the Board at the August meeting. There were no objections.

4. Idaho State University – Multi-Year Employment Agreement – Head Women’s Soccer Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve to approve the request by Idaho State University to extend the multi-year employment agreement with Allison Gibson, Head Women’s Soccer Coach, for a term commencing January 19, 2016 and terminating January 19, 2019 at a base salary of \$65,894 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion passed unanimously.

Mr. Soltman appreciated the Board seeing the contract before its effective date.

5. University of Idaho – Multi-Year Employment Agreement – Head Women’s Volleyball Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve the University of Idaho’s multi-year

employment contract with Debbie Buchanan, Women's Volleyball Team Head Coach for a term effective August 1, 2015 and extending through July 31, 2020, in substantial conformance to the form submitted to the Board in Attachment 2. The motion passes unanimously.

6. Office of the State Board of Education – Hiring of Executive Director

BOARD ACTION

M/S (Lewis/Goesling): To appoint Matthew Freeman as the Executive Director of the Idaho State Board of Education at a salary of \$67.31 an hour or \$140,004.80 annual pay, effective June 29, 2015. The motion passed unanimously.

Mr. Lewis enthusiastically announced that the Board is extremely fortunate to have a person of Matt's integrity and intelligence to be available and willing to serve as the Board's Executive Director. Ms. Atchley echoed those remarks.

Section II – Finance

1. FY 2016 Operating Budgets

BOARD ACTION

M/S (Lewis/Hill): To approve the FY 2016 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension Service, Health Education Programs and Special Programs, as presented. The motion passed unanimously.

Mr. Freeman indicated this is an annual item that comes before the Board in June, and is approval of the operating budgets for all the agencies and institutions under the governance of the Board. He pointed out this report shows how many positions have been added at the institutions in the last twelve months. Ms. Atchley asked, related to instruction, about revenue by source and expenses by function, then under expenses by class it shows under personnel class "faculty salary". Ms. Atchley asked why there is a difference in the two numbers. Mr. Freeman responded the expense categories for instruction includes compensation for faculty and personnel costs; a number of expense categories include personnel costs. Ms. Pearson helped explain the details on behalf of the institutions; each college includes it as part of their instructional line; it includes the faculty, staff, operating expenses and capital outlay.

2. Athletics – FY2016 Operating Budget Reports

BOARD ACTION

M/S (Lewis/Goesling): To approve the Athletics Operating Budget reports for Boise State University, Idaho State University, University of Idaho and Lewis-

Clark State College, as presented. The motion passed unanimously.

3. Amendment to Board Policy – Section V.K. – Construction Projects – First Reading

BOARD ACTION

M/S (Lewis/Hill): To approve the first reading of proposed amendments to Board policy V.K., Construction Projects, as presented. The motion passed unanimously.

Mr. Lewis introduced the item which is an amendment to Board policy that asks institutions to bring forward for Board approval their long range Campus Master Plans. Mr. Soltman asked if this applies to community colleges.

There was discussion about the definition of “long range” which isn’t defined and is left to the interpretation of the Board. The responses suggested around 15 years was reasonable. Once the Board starts to look at the plans, it can gain more specificity. Mr. Freeman reminded the Board this is a plan and that policy V.K. still requires the institutions to have Board approval for every step along the way; on a project-by-project basis.

Mr. Lewis remarked that having institutions think about growth long term will help guide them in the short term. He asked if the institutions had any input. The institutions were supportive of the plan and Mr. Satterlee added that it gives a more practical approach to looking at a long term vision and its phases.

4. Amendment to Board Policy – Section V.W. – Litigation – First Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the first reading of proposed amendments to Board policy V.W., Litigation, as presented in Attachment 1. The motion passed unanimously.

Mr. Lewis reviewed the item where currently Board policy limits acceptance of service process at the Board Office to only the Executive Director. The proposed amendment would extend authority to the Boards’ deputy attorney’s general.

5. Boise State University – Proposed Student Housing Project

Mr. Kevin Satterlee and Ms. Stacy Pearson from BSU provided an update and visual illustrations for the Board on the student housing project. The designs have been expanded, and Ms. Pearson reviewed the updates on the revised site planning, facility layout and design, and to discuss the current status on negotiations and business terms. BSU’s intent is to finalize negotiations and agreement, and submit them for the August Board meeting.

Mr. Satterlee reviewed the revised site plan for the Board members. He pointed out one of the previous concerns was the use of University Drive frontage, and the redesign pulls it back to preserve the space of concern for future academic expansion or other development. There was discussion about the Honors College. Dr. Kustra pointed out it was a deliberate move to put the Honors College across from the Student Union Building on University Drive as it is a community program that highlights and attracts students by having a prominent place on campus.

There was also discussion about the rent costs and the contract with EDR. In February, the Board expressed concern that EDR had a debt rating equal to the minimum standard for investment grade debt. BSU provided information demonstrating the financial strength and positive momentum of EDR since 2010. Mr. Lewis thanked BSU for their transparency with this project.

At 12:10 p.m. time the meeting recessed for lunch. They resumed at 1:52 p.m.

6. Boise State University – 2015 Master Plan Update

BOARD ACTION

M/S (Lewis/Hill): To approve Boise State University’s 2015 Campus Master Plan update as presented. The motion passed unanimously.

Mr. Satterlee highlighted changes to the university’s Master Plan. He indicated that in substance, this is the same presentation as at the last Board meeting. Mr. Satterlee pointed out the concept for a long term vision and that the master plan is built on a 30-year time line. They have three distinct parts: academic buildings and core and how it flows through the campus; the housing plan integrated throughout the campus; and the circulation of parking – so that these three components all fit and work together within the master plan. He showed some slides for a visual illustration. Dr. Goesling asked about the downtown location and if it will be developed. Mr. Satterlee responded that only programs suitable for that location would be considered.

7. University of Idaho – Wallace Residence Center Project – Planning and Design Phase

BOARD ACTION

M/S (Lewis/Hill): To accept the University of Idaho’s updated six-year capital plan to include the proposed renovation and modernization at the Wallace Residence Center. The motion passed unanimously.

AND

M/S (Lewis/Goesling): To approve the request by the University of Idaho to implement the planning and design phase of a Capital Project for the renovation and modernization of the Wallace Residence Center. Authorization includes the

authority to execute all necessary and requisite consulting contracts to fully implement the planning and design phases of the project. Construction Authorization will require a separate authorization actions at later dates to be determined. The motion passed unanimously.

Mr. Dan Ewart, the new Vice President of Infrastructure for the University of Idaho, introduced the item and provided some background on the Wallace Residence Center (Wallace) which was originally built in the mid-1960's. He commented that over the last several years, UI has undertaken small-scale improvements on a number of the floors of Wallace, with much of the work performed in-house. He indicated the University looks to contract out much of the remaining work, to more expeditiously complete these improvements for the balance of the complex in one combined capital project. The work to be contracted will also include limited HVAC improvements in the lounges, and floor and wall tile refurbishment in the bathrooms.

8. University of Idaho – UI Library Improvements Project – Construction Authorization

BOARD ACTION

M/S (Lewis/Hill): To approve the request by the University of Idaho to accept the Finance Plan and to implement the bidding and construction phases of a Capital Project for the University of Idaho Library Renovation and Improvements, in the amount of \$1,300,000. Authorization includes the authority to execute all necessary and requisite contracts to fully implement the construction phase of the project. The motion passed unanimously.

Mr. Dan Ewart indicated the University of Idaho is requesting authorization to proceed with the finance plan and construction phase of a Capital Project to provide for renovations and improvements to the University of Idaho Library. Estimated project cost was originally \$1.4 million, but has dropped by \$100,000 during the design phase. Mr. Soltman asked if this was just for the first floor. Mr. Ewart responded in the affirmative with a description of configuration during construction. Mr. Lewis asked for clarification to the reference on funding. Mr. Ewart responded the funding is from the university's reserves. Mr. Westerberg asked about the actual disposable reserves of the university. Mr. Ewart responded the FY 14 numbers submitted reported about \$15.4 million, which does fall below the Board's recommended level of 5% of operating costs. There was additional discussion about using reserves when they are below the amount recommended by the Board. Mr. Ewart responded both projects are high profile and the university feels they are critical to enrollment activities. The university feels that this is a good use of reserve funds. He indicated he would be providing an FY 15 report to the Board very soon on unrestricted assets.

9. University of Idaho – Independent Study in Idaho (ISI) fee

BOARD ACTION

M/S (Lewis/Hill): To approve the request to set the per-credit fee for ISI's online, undergraduate-level courses at \$160 per credit, and the per-credit fee for graduate-level courses at \$200 per credit. The motion passed unanimously.

Mr. Freeman introduced the item, also indicating policy V.R. would be amended in the future. Ms. Critchfield asked how UI has been operating since the last increase was in 2004. Dr. Staben responded it has been somewhat of at a break-even level.

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Update

Superintendent of Public Instruction, Ms. Sherri Ybarra, provided a brief report from the State Department of Education. Ms. Ybarra reported they are working on an improved budget process, and Council for Chief State School Officers (CCSSO) recently completed a capacity review of resources to review the ability of the Department to carry out its vision. The Department has hired a professional planner to assist with their strategic plan, along with a performance officer to assist with carrying out that vision. Related to mastery based education, the Department will use CCSSO for input. She reported on possible legislation with regarding rural schools and also transportation.

Ms. Atchley asked about convening a committee to look at standards. Ms. Ybarra responded they review the standards every five years and have started the Idaho Core Challenge where people can give their comments on the standards. Dr. Rush asked how they intend to vet the comments with the broad general public on whether they support or do not support the content. Ms. Ybarra responded they have a process and group in place for vetting.

2. Proposed Rule – IDAPA 08.02.03.004., Rules Governing Thoroughness - Documents Incorporated by Reference

BOARD ACTION

M/S (Ybarra/Critchfield): To approve the Proposed Rule amendment to IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1. The motion passed unanimously.

3. Annual Report - Hardship Elementary School – Cassia County School District #151, Albion Elementary School

Ms. Ybarra reported on the information item related to a school to be considered a hardship school requires the district to inform the Board of the hardship status. This particular school has been in hardship status since 1999. Ms. Atchley asked what the impact is of having hardship status. Mr. Tim Hill, Deputy Superintendent from the Department, responded that by granting a school a hardship status it is funded as a separate school defined in statute as being more than ten miles away from the nearest elementary school in the district as well as the administrative office. In so doing, the

school district receives an additional \$100,000 for that school. Per the district, they would not be able to operate the school without the additional funding, and would need to bus the student over a dangerous route to another school.

Mr. Westerberg and Mr. Hill asked who evaluates whether the school meets the hardship requirement. Ms. Bent responded that the past practice has been for the Department to do the evaluation and provide a recommendation. Ms. Ybarra indicated their executive team reviews the hardship schools.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. College Admissions Initiatives

Mr. Blake Youde, Chief Communications Officer, and Mr. Carson Howell, Director of Research, both from the Board office, introduced the item. Accompanying them from Strategies 360 was Casey Bender, Senior Account Manager for Idaho. As an introduction, Mr. Howell reported on the go-on rates that 55% of students go on to college, 32% go to a public college, and 18% go on to other. About 50% do not go on to college. Mr. Youde reviewed the college admissions initiative and its intent of getting high school graduates to go on to college. The purpose is to proactively admit high school seniors to Idaho colleges and universities based on their GPA and college admissions test score. The initiative supports the Board's goal of having a well-educated citizenry as well as its 60% goal.

Mr. Youde indicated the three (3) initiatives are: Direct Admissions, Next Steps Idaho website, and the On-Line Common Application. He described each of them and that Board staff has worked closely with the College and University Presidents to develop the Direct Admissions proposal. He pointed out that if approved by the Board, the Direct Admissions proposal can be implemented in Fall 2015 for students entering higher education in Fall 2016.

Mr. Youde reviewed the language contained in the admissions letter a student might receive. For students below the benchmark, they would also get a letter from the State Board notifying them of admission to six Idaho public higher education institutions. Students will be encouraged to review the individual admissions requirements for those institutions. Mr. Youde reviewed the schedule for direct admissions and remarked that there may be a way to credit their application fee back to the student and they are currently working through details with the institutions

Ms. Casey Bender highlighted the Next Steps Idaho website that will serve as a clearinghouse for students, parents and educators. She highlighted what has come from their research and that students seek information from trusted research. In collaboration with the state Board staff, they have created a brand which is Next Steps Idaho. The website is scheduled to go live on August 1, 2015. While the emphasis is on college, there will be information on professional technical courses, etc. She reviewed the different pages of the website and how it is designed for students, parents, educators, etc. Mr. Howell and Mr. Youde clarified additional questions about the direct

admissions initiative.

2. Amendment to Board Policy – Section III.Z. – Planning and Coordination of Academic Programs and Courses – First Reading

BOARD ACTION

M/S (Soltman/Goesling): To approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion passed unanimously.

Ms. Sanchez provided a brief overview of the proposed amendments indicating Board staff worked with the CAAP Committee to propose policy amendments that would remove the needs assessment and budget piece requirement from the planning process; change the review cycle to an annual review; and other minor stylistic changes. She indicated that removing that level of specificity removes unnecessary burden on Board staff and on the institutions. Additionally, the previously required level of information has not historically been shared with the Board because of the speculative level of the responses. Board staff and the provosts believe it would be more valuable to provide such detail at the program proposal development stage (where it is currently provided). She reviewed the original intent of the policy which is to assure the educational and workforce needs of the state are met and to prevent inefficient duplication of effort.

Dr. Goesling requested staff review the multi-state program partnerships related to the policy.

3. Amendment to Board Policy – Section III.N. – General Education – Second Reading

BOARD ACTION

M/S (Soltman/Hill): To approve the Second Reading of the proposed amendments to Board Policy III.N, General Education as presented, effective Fall 2015. The motion passed unanimously.

4. Amendment to Board Policy – Section III.O. – Curriculum Equivalency Schedules – Repeal – Second Reading

BOARD ACTION

M/S (Soltman/Hill): To approve the Second Reading of amendments to Board Policy III.O, Curriculum and Equivalency Schedules, repealing the section in its entirety. The motion passed unanimously.

5. Amendment to Board Policy III.S. – Developmental and Remedial Education – Second Reading

BOARD ACTION

M/S (Soltman/Goesling): To approve the Second Reading of proposed amendments to Board Policy III.S. Remedial Education as submitted in Attachment 1. The motion passed unanimously.

6. Amendment to Board Policy – Section III.V. – Articulation and Transfer – Second Reading

BOARD ACTION

M/S (Soltman/Hill): To approve the Second Reading of proposed amendments to Board Policy III. V, Articulation and Transfer as submitted in Attachment 1. The motion passed unanimously.

ELECTION OF OFFICERS

M/S (Westerberg/Hill): To elect Don Soltman as Board President, Emma Atchley as Vice President, and Bill Goesling as Secretary. The motion passed 8-0.

Mr. Westerberg thanked and recognized the work of Ms. Atchley as Board President over the past year and remarked on the progress made by the Board under her leadership.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Hill/Goesling): To adjourn the meeting at 3:47 p.m. Pacific Time. The motion carried unanimously.

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**WORK SESSION
AUGUST 12, 2015**

TAB	DESCRIPTION	ACTION
A	IRSA – ACADEMIC FIVE-YEAR PLANS	Motion to approve
B	PPGA – BOARD MEETING STRUCTURE/ OPERATIONS	Information item

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**WORK SESSION
AUGUST 12, 2015**

SUBJECT

Five-Year Program Plan

REFERENCE

August 2012	The Board approved the first iteration of the Five-Year Program Plan.
August 2013	The Board approved the Five-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, Section 33-113, Idaho Code.

BACKGROUND/DISCUSSION

Board Policy III.Z.2.a.ii, requires that institutions create plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a five year period and all programs currently offered. Board staff reviews institution plans for alignment with statutory and policy requirements, program responsibilities, and duplication.

On April 14, 2015, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities. Institutions identified programs that would require further clarification and discussion and were instructed to work through those in preparation for the Instruction, Research, and Student Affairs (IRSA) Committee meeting on July 30, 2015.

The Five-Year Program Plan represents proposed programs for Academic Years 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20.

IMPACT

The Five-Year Plan will provide a comprehensive picture of anticipated institutional academic program development. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in its efforts to coordinate educational programs throughout the State. Approval of the Five-Year Plan will provide the institutions with the ability to proceed to a program proposal development stage.

ATTACHMENTS

Attachment 1 – Five-Year Planning Cycle and Schedule	Page 5
Attachment 2 – The Five-Year Plan	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

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As part of the proposed program planning process, institutions met in April 2015 to discuss areas of concern and potential collaboration opportunities. There are several notable collaborative projects and two proposed programs that required in-depth discussion.

Collaborations

Idaho State University and Boise State University, with participation from the University of Idaho propose to offer a joint program in Bioinformatics for Fall 2017. Students will join the program as juniors or seniors and earn a B.S. in biology, computer science, mathematics, biochemistry, etc., The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.

Lewis-Clark State College (LCSC) and North Idaho College (NIC) will collaborate to offer a Pharmacy Technician certificate for Fall 2017. The new curriculum is designed to meet the accreditation requirements for the American Society of Health-System Pharmacists. LCSC will also be collaborating with NIC to offer an Associate of Applied Science in Dental Hygiene for Fall 2017. The current partnership with Layne Community College will be phased out if the partnership with NIC is secured.

Programs Identified for Discussion

Boise State University (BSU) is proposing a new Ph.D. in Ecology, Evolution, and Behavior for the 2017-18 academic year. The program will be offered in a traditional format in Boise. The proposed program is not new to the plan and was originally added in 2013-14. At that time, the University of Idaho felt BSU's proposed Ph.D. program duplicated three of its existing Ph.D. programs. Those include Natural Resources, Biology, and Environmental Science. During this year's work session, the University of Idaho (UI) reiterated their concerns regarding duplication. Current Board policy III.Z does not assign a statewide program responsibility for Ecology programs to any institution. Given the recent administrative changes at the UI, Board staff recommends BSU and UI continue this discussion to determine whether concerns remain.

The College of Western Idaho (CWI) is proposing an Associate of Applied Science in Radiologic Technology for the 2019-20 academic year. The proposed program would prepare students to become a radiologic technologist or "RadTech". Students would practice their newly acquired diagnostic imaging skills in a modern radiographic laboratory and learning center on campus under the direct supervision of qualified staff. At the April work session, BSU expressed concerns about the likely competitiveness of clinical sites for its existing B.S., Diagnostic Radiology program, if CWI were to offer a Radiologic Technology program in the Treasure Valley. Both institutions agreed that ongoing discussion is necessary as CWI continues to explore the viability of the proposed program.

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IRSA reviewed the five-year plan at their July 30, 2015 meeting and will be prepared to discuss at the Board's work session.

Staff recommends approval of the Five-Year Plans as submitted in attachment 2.

BOARD ACTION

I move to approve the Five-Year Plan as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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AUGUST 12, 2015
Five-Year Planning Timeline
Current and Proposed Programs



Contact Information: Patty Sanchez, Academic Affairs Program Manager
 Phone: 208-332-1562/Email: patty.sanchez@osbe.idaho.gov
 July 8, 2014/ps

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State of Idaho
Board of Education

Five-Year Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education

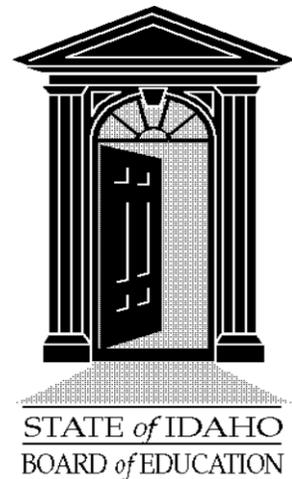


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 College of Southern IdahoPage 85

 College of Western Idaho.....Page 87

 North Idaho CollegePage 93

Program Inventory Page 99

Five-Year Plan Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information and specificity for each current program being offered and for each proposed program as part of the five-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.f, "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution."

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.e, "Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its service region as defined in subsection 2.b.ii (1) and (2). Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy."

The Five-Year Plan specifically consists of proposed programs institutions have identified they will pursue within two years of approval of the Plan. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated every two years. It is intended that the Five-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.” The statewide program list is reviewed for alignment by the Board every two years concurrently with the update to the five-year plan.

Boise State University

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 18, 2013

Idaho State University

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 18, 2013

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University of Idaho

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forest Resources	B.S.For.Res.
Renewable Materials	B.S.Renew.Mat..
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forest Resources • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

Board approved December 18, 2013

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**FIVE-YEAR PLAN
Proposed Statewide and Regional Programs**

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016 Other programs/changes projected for this academic year were processed under the Program Prioritization process.								
Master of Science in Nutrition	M.S.	Region I and Region III	Regional	Summer 2016	Hybrid/combination modality: The Master of Science in Nutrition will provide courses related to the science and behavior of nutrition, feeding, eating, and food preparation. This meets the mandate of the Accreditation Council for the Education of Nutrition and Dietetics requiring all registered dietitian nutritionists to hold an MS degree.	Reallocation		
Master of Business for Veterans	master's level	Region I	Regional	Summer 2016	Online modality: Development of a new online Master Degree is being discussed in the college and the college expects to submit a detailed program proposal.	Reallocation		
Higher Education	Ph.D.	Region I and Region III	Regional	Summer 2016	Hybrid/combination modality: The purpose of this program is to prepare leaders in administration, staff, and faculty roles for higher education who: 1. Understand and facilitate Organizational Change & Development 2. Provide Organizational Leadership 3. Promote Social Justice and Diversity 4. Facilitate Transformational Learning for economy, society, and environment.	Self-supporting program		
Industrial Technology	B.S.	Region I	Regional	Summer 2016	Traditional modality: B.S. Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. They interface with engineers and designers.	Reallocation		
Informatics	B.S.	Region I	Regional	Summer 2016	Traditional modality: A degree in Informatics would enable students to write software and work with database systems.	Reallocation		

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Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016								
Computer Science	B.S.	Region I	Regional	Summer 2016	Traditional modality: A degree in Computer Science would enable students to work with computer and network security, games and virtual environments, embedded system, distributed and network computing, fault tolerant systems, artificial intelligence, computer architecture, software engineering, and database systems.	Reallocation		
Master of Laws	LL.M.	Region I and Region III	*Statewide	Summer 2016	Traditional modality: The Master of Laws (LLM) degree will primarily introduce international students to the U.S. legal system and allow them to focus their studies in one of our five emphasis areas for J.D. students or design a curriculum that prepares them to take a bar exam in the U.S. U.S. students can also enroll in the LL.M. to enhance their formal education in one of our curricular strength areas. (LL.M.) with five emphasis areas: U.S. Legal Systems, Democracy, & Justice; Natural Resources & Environmental Law; Business Law & Entrepreneurship; Litigation & Alternative Dispute Resolution; and Native American Law. *The LLM will be requested as a new listing in III.Z. with statewide responsibility.	Reallocation		
Arts Entrepreneurship	B.S.	Region I	Regional	Summer 2016	Traditional modality: The degree will focus on music, music business, and Entrepreneurship.	Reallocation		
Reproductive Biology Certificate	Graduate Certificate	Region I	Regional	Summer 2016	Traditional modality: The certificate is appropriate for graduate students or professionals majoring in a variety of biology disciplines who wish to develop a specific level of expertise in the area of reproductive biology that is useful for the student to advance their professional careers.	N/A		Discontinue

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Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016								
Climate Change Certificate	Certificate	Region I	Regional	Summer 2016; Summer 2019	Traditional delivery first with on-line modality second: Requesting to convert an existing minor program to a certificate. This will allow more access to the program for students (non-degree seeking students and graduate students can earn the certificate, not just degree seeking undergraduates as is currently the case). Utilizes existing department strength area in expertise.	Reallocation		
Program offerings commencing 2016-2017								
Digital Design for Entertainment and Visualization	Certificate	Region I and Region III	Regional	Summer 2017	Hybrid/combination modality: This certificate will serve students in any degree program wishing to explore innovative design of new technologies. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences.	Reallocation		
Outdoor Leadership	Graduate Certificate	Region I	Regional	Summer 2017	Hybrid/combination modality: This certificate program will prepare educators to take both children and adults into outdoor learning experiences. Both appropriate pedagogy and safety considerations will be fully explored, with resulting skills ensuring safe and productive outdoor learning.	Self-supporting program		
1st year curriculum for Juris Doctor	J.D.	Region III	State-wide	Summer 2017	Traditional/hybrid combination modality: 1st year curriculum to be delivered in Boise (phased in), with the existing 3rd and 2nd years.	New appropriation		
Digital Media Skills	Certificate	Region I	Regional	Summer 2017	Online modality: Agencies and organizations have increased their use of online and social media. Editors and managers need editing and content management skills. Mid-career professionals in all areas of mass media will find this certificate helpful.	Reallocation		

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Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2016-2017								
Analytics Certificate	Graduate Certificate	Region I	Regional	Summer 2017	Hybrid/combination modality: This certificate would provide a credential of expertise in the emerging field of analytics, or modern applied data analysis. It would be useful to workers in health care or business jobs where handling large data sets is important. The curricular objective would be to develop this expertise without the more intense mathematical prerequisites of a pure statistics program.	Reallocation		
Mathematics Education	Ph.D.	Region I	Regional	Summer 2017	Traditional modality: The PhD in Mathematics Education Degree prepares students to pursue a career as a College Professor specializing in pre-service and in-service education of Mathematics teachers as well as the furthering of research in Mathematics Education.	Reallocation		
GIS Certificate	Graduate Certificate	Region I and Region III	Regional	Summer 2017	Hybrid/combination modality: the existing GIS certificate (offered in north & southwest regions) was designated "undergraduate" a couple of years ago when it became necessary to choose grad or undergrad designations. The undergraduate designation made more sense for Moscow students, but has diminished the usefulness for professional audiences in Coeur d'Alene & Boise. UI seeks to expand the certificate to offer a graduate option as well. This graduate GIS certificate will have a focus distinct from existing programs by including basic principles of spatial science & applications in transportation, business, demographics & advanced topics in GIS. It will provide students w/skills needed by employers in both private & public sectors (eg., city & county planning offices, county assessors, transportation depts., & business location decision-making).	Reallocation		

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Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
American Indian Studies	B.A./B.S.	Region I	Regional	Summer 2019	Hybrid/combination modality: B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	Reallocation		
Jazz Studies	B.M.	Region I	Regional	Summer 2019	Traditional modality: A B.M.degree program focusing on instrumental jazz performance, arranging/composing and pedagogy, in preparation for careers as professional performers, composer/arrangers and educators.	Reallocation		
Sociology	M.A./M.S.	Region I	Regional	Summer 2019	Hybrid/combination modality: M.A/M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	Reallocation		

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Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Music Education	Ph.D.	Region I	Regional	Summer 2020	Hybrid/combination modality: The Ph.D. Program is designed to meet the needs of an experienced music educator who wishes to pursue a terminal degree in music education. It is appropriate for those wishing to meet high professional standards in secondary schools, those wishing to prepare themselves for college teaching, or those wishing to become lead administrators in education.	Reallocation		
Anthropology	Ph.D.	Region I	Regional	Summer 2020	Hybrid/combination modality: The Ph.D. program offers a four-field background in anthropology and offers particular specialization in archaeology and applied, collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	Reallocation		

**WORK SESSION
AUGUST 12, 2015**

**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016 Programs projected for this academic year were processed under the Program Prioritization process.								
Program offerings commencing 2016-2017								
Master of Arts in Teaching (MAT) and/or Secondary Education Teacher Certification (This is a modification to the Secondary Education Certification above)	Certificate/ Master degree	Regions IV, V and VI	Regional	2016-2017	The Master of Arts in Teaching (MAT) Program is designed for students who are just finishing undergraduate studies or working professionals making a career change. The MAT program requires students to possess an undergraduate degree. The program results in secondary (6-12) certification and the ability to conduct action research in the classroom to improve teaching and learning. The secondary certification can also be pursued without the MAT. Program will be delivered online with distance learning site seminars.	New budget request		
Applied Linguistics	MA	Region V	Regional	2016 - 2017	This interdisciplinary program will provide foundational knowledge in general linguistics with advanced knowledge and training in two main applied areas: teaching of English to speakers of other languages and language revitalization and maintenance. Program will be delivered in traditional format.	Reallocation of teaching assignments within existing faculty.		

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Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Sign Language Interpreting	BS	move to Meridian Campus/Region III	Statewide	2016-2017	The Bachelor of Science Degree Sign Language Interpreting is designed to prepare students for employment as interpreters in educational settings and entry-level freelance assignments. An associate degree in Sign Language Studies or its equivalent is required. Students are taught with a "hands on" approach as they learn about the Deaf culture, how to collaborate in a professional setting and participate in field observations culminating with an interpreting internship. Program will be delivered face-to-face with online elements. <i>(Educational Interpreting is currently a statewide program responsibility for ISU - a name change occurred but was not reflected in III.Z.) ISU will be requesting this change in III.Z. with statewide responsibility.</i>	This was part of PP, completed-2015 will be last graduates from the Pocatello campus. No new resources are required since it is just a change in location of the program from the Pocatello campus to the Meridian campus with no change in the budget required.		
Unmanned Aerial Systems (UAS)	BTC, AAS	Region V	Regional	2016-2017	UAS graduates will gain an understanding in several UAS operational capacities including remote sensing, surveillance, and data collection in hazardous, secure, long duration, highly repetitive or autonomous environments. In addition, graduates learn the engineering aspects of the UAS, as well as the restrictions governing the operation of UAS in the United States and International airspace. Program will be delivered face-to-face with online elements.	Reallocation of Resources		

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Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nondestructive Testing Technology	BTC, ITC, ATC	Region V	Regional	2016-2017	Nondestructive Testing (NDT) technology provides instruction in a type of quality control inspection that does not harm the part being tested. NDT inspectors use sophisticated technology to look through steel and concrete to identify and diagnose flaws without disrupting the integrity of the structure. Certified NDT Technicians perform inspections in power plants, pipelines, refineries, as well as on airplanes, ships, bridges, oil rigs, pressure vessels and other critical structures. Program will be delivered face-to-face	Reallocation of Resources		
Cyber-Physical Security	AAS	Region V	Regional	2016-2017	In contrast to cyber security, the goal of cyber-physical security is to protect the whole cyber-physical system, which uses widespread sensing, communication, and control to operate safely and reliably. This program provides instruction in Cyber-Physical Systems (CPS) that are integrations of computation, networking, and physical processes. CPS integrate the dynamics of the physical processes with those of the software and networking, providing abstractions and modeling, design, and analysis techniques that produce highly automated integrated control systems. Program will be delivered face-to-face with online elements.	Reallocation of Resources		

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Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Interdisciplinary Associate of Science	AS	Region V	Regional	2016-2017	CoSE's current evaluation is that there is no demand among BS engineering or the majority of science BS students for an additional AS degree. The Physics A.S. degree has a small market but given that there is no additional cost this will not be changed. Occasionally there is corporate demand for the AS in Physics with emphasis in Health Physics. This degree is otherwise dormant. This option will remain available but dormant being used to respond to cooperate demand when it arises. Contrary to the preliminary Program Prioritization efforts, no change to these programs is currently being described. Program will be delivered traditional format.	Reallocation of Resources		
Masters Health Informatics	MHI	Region V	Regional	2016-2017	The online/hybrid MHI will be delivered as a mix of traditional classroom instruction and online classes. Depending on program enrollments and student demand, a fully online degree option would follow.	Reallocation of resources within the College of Business		
Esthetics	BTC, ITC	Region V	Regional	2016-2017	This program will train skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure. Program will be delivered traditional format.	Reallocation of Resources		
Community Paramedic	Certificate	Region III	Regional	2016-2017	This will be a stand-alone certificate for licensed paramedics as well as an area of emphasis under the B.S. in Emergency Medical Services. Certificate will be offered online.	new budget request		Contract with Idaho Department of Rural Health as part of the SHIP grant is in progress.

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Bachelor of Business Administration	BBA	Regions IV, V, VI	Regional	2016-2017	The objective of Idaho State University's Bachelor of Business Administration - program is to assist students to take their places in business and society, domestic and worldwide. The program develops in students inquiring minds and critical - thinking so they can analyze problems, implement courses of action, and function within an organization. Program will be delivered combination of traditional and online.	Reallocation of resources, new budget requests		
Master of Business Administration	MBA	Regions IV, V, VI	Regional	2016-2017	The traditional MBA provides a broad general degree particularly suited to those pursuing a managerial focus in their careers. The Accounting, Informatics, Finance, Health Care Administration, Project Management, and Marketing options provide specialized knowledge relating to their respective fields. The Accounting emphasis meets the needs of students who wish to satisfy requirements for certification as public accountants (CPA) or certification as management accountants (CMA). Program will be delivered combination traditional and online.	Reallocation of resources, new budget requests		
Program offerings commencing 2017-2018								
Leadership	Certificate	Region V	Regional	2017-2018	The Leadership Certificate is designed for those seeking to enhance their general management and leadership skills in order to become effective leaders in a dynamic business world. The curriculum focuses on core business competencies including marketing, finance, negotiations, change management, and systems thinking. Certificate will be delivered traditional format.	Reallocation of resources		

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Entrepreneuership	Certificate	Region V	Regional	2017-2018	The Certificate in Entrepreneurship provides a strong foundation for launching and successfully operating a small business venture. The curriculum spans all stages of small business development, from defining an idea to finding and managing your finances to building marketing strategies and managing your operation. The capstone course teaches you how to finalize your business plan and put into practice the next steps to executing and managing a successful business. Program will be delivered traditional format.	Reallocation of resources		
Dietetic Internship with Combined Master's Program and/or Health Education	Masters	Region III	Regional	2017-2018 Accrediting body has not yet determined required competencie s.	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The Dietetic Internship would partner with an existing graduate program (e.g. Master of Public Health or Master of Health Education) to offer a combined internship/master's program. Existing graduate programs could possibly have a nutrition track or emphasis in addition to already offered emphasis areas for dietetic interns to choose from. Program/internship will be delivered online or traditional format.	Professional fees from the dietetic internship along with reallocation of funds will be used to pay for this program. No new money requests are expected at this time.		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Rehabilitation and Communication Sciences	Ph.D.	Region III & V	Regional	2017-2018	This proposed doctoral program would provide an interdisciplinary academic and research experience designed to build the skills and abilities to enter and succeed in academic faculty positions in the rehabilitation and communication sciences fields. Currently there is a shortage of rehabilitation and communication sciences professionals and a critical shortage of qualified faculty members to teach in entry-level clinical programs and conduct research. This PhD program would be ideally suited for current physical therapists, occupational therapists, speech-language pathologists, and audiologists to advance their knowledge, pursue a line of research, and develop their teaching abilities within an interprofessional context. Program will be delivered in traditional and online format.	Reallocation of existing resources and grant funds will be sought to support this degree program.		
Physical Therapy	Doctor of Physical Therapy (DPT)	Region III	Statewide	2017-2018	The Doctor of Physical Therapy (DPT) program in Meridian will be a "mirror" program expansion of the existing, fully accredited ISU DPT program. The DPT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello. Program will be delivered traditional and online format.	New budget requests, grants, and student professional fees will be used to support the expansion of DPT Program to the Meridian campus.		
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP/PHD		Statewide	2017-2018	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP and Ph.D. programs for an advanced clinical and research program of study. The graduate will be prepared as an expert and leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online; students could enroll from across the U.S (KN 05-22-15). Program will be delivered online.	No additional resources requested. Professional fees will be assessed as currently established for graduate programs each semester students are enrolled.		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Occupational Therapy Assistant	AAS	Region V	Regional	2017-2018	The new AAS in OTA at ISU will serve as a sister program to the current, highly-regarded PTA program in the COT. The program will follow the basic format established by the PTA program which is 1) delivered with face-to-face didactic instruction augmented with web-based assignments; 2) includes hands-on lab demonstrations, skills practice, and skills sign-offs; and 3) the placement of students in externships or clinical rotations in order to acquire real life experiences. Program will be delivered traditional/online supplemented format.	Grant Funding		
Masters in Healthcare Administration	MHA	Region V	Regional	2017-2018	The online MHA would be an innovative, student-centered program that uses a cohort model where students progress through the program together as members of a learning team. The program will be designed for both full-time students and working professionals who prefer learning anytime and anywhere. To reduce program costs and maximize the deployment of faculty talent and resources across the University, the online MHA program would be jointly delivered between the KSHP/Division of Health Sciences and the College of Business (COB). Program will be delivered online.	New and reallocation of resources.		
Degree Completion Program -Dental Hygiene (added name Dental Hygiene)	Bachelor of Sciences		Statewide	2017-2018	The degree completion program is designed for licensed dental hygienists who have completed professional education, earned an associate's degree and are currently licensed. The degree awarded through this proposed completion program will a baccalaureate degree in dental hygiene. The ISU dental hygiene undergraduate program is the only program in the state that awards a BS degree in Dental Hygiene. Delivered online/video conferencing.	Student Professional Fees		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dental Hygiene (expansion of Bachelor of Science degree to Meridian)	Bachelor of Sciences	Region III	Statewide	2017-2018	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University's Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency. Mode of delivery will be DL and classroom.	New Budget Request		
Social Work	MSW	Region V	Statewide shared with BSU for Regions V & VI	2017-2018	The master's degree in Social Work will build upon a highly successful undergraduate Social Work program that currently prepares students to work as professionals in entry-level social work generalist practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), our national accrediting body. Program would include two options: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited programs; 2) a traditional two- year program for students who have completed non-social work BA degrees. The master's degree will provide an in-depth, specialized approach to Social Work practice and theory, with an emphasis on ISU program strengths in gerontology, child welfare, social work and health, and rural social problems. Method of Delivery: Hybrid/combination	Professional fees, new operating funds		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Biomedical Ethics	Graduate Certificate	Regions III & V	Regional	2017-18	Certificate program of 15 credits would address the ethical issues raised by technological advances and cultural changes. It would involve relevant courses already offered in philosophy, medical anthropology, and sociology. Only two new courses will need to be created. Method of Delivery: Classroom, DL, and online	Reallocation.		
Computer Science	MS	Region V	Regional	2017-2018	The computer science program helps students gain the following abilities: An awareness and commitment to one's ethical and social responsibilities, an understanding that life-long learning is an integral part of personal, professional, and social interaction, the requisite qualifications for obtaining employment as a Computer Scientist, and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses.	Reallocation of Resources		
Community College Education	EdD	Region V	Regional	2017-2018	Ed.D. in Educational Leadership with an emphasis in Community College Leadership. The emphasis would share the current EdD Core classes, most of the Higher Education Concentration courses, and five "specialty" courses, two of which would be concentrated residential summer classes with a close relationship with instate community colleges. Method of Delivery: Traditional/Hybrid	Reallocation of vacant position		
Certificate of Instructional Technology & Design	Graduate Certificate	Regions IV, V, VI	Regional	2017-2018	The Certificate of Instructional Technology and Design would be 15 credits, sharing 5 current M.Ed. in Instructional Technology courses taught by current M.Ed. IT faculty. The five "specialty" courses are central or core to delivering technology-based instructional solutions in academe, healthcare, government, and business. Method of Delivery: online	No new resources required for the certificate. The certificate will increase enrollment in existing courses.		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
MBA in Health Care Management	MBA	Region V	Regional	2017-2018	The Health Care Management degree program focuses on the organization, financing, marketing, and management of healthcare institutions and the delivery of personal health services in the United States. The manager's role in health care organizations continues to grow in importance, as the rapidly changing health care industry becomes the nation's second largest employer. A Health Care Management major is well-qualified to respond to the many critical problems now faced by hospitals, government agencies, group practices, pharmaceutical and biotechnology firms, insurance and managed care organizations, and consulting firms. Method of Delivery: Traditional/Hybrid/Online	Reallocation of resources, new budget requests		
Master of Science in Data Analytics	MS	Regions V	Regional	2017-2018	The MS in Data Analytics immerses students in a comprehensive and applied curriculum exploring the underlying data science, information technology, and business of analytics. The degree provides students with advanced analytical training to develop their ability to draw insights from big data, including: data collection, preparation and integration; statistical methods and modeling; and other sophisticated techniques for analyzing complex data. The program is highly applied in nature, integrating business strategy, project-based learning, simulations, case studies, and specific electives addressing the analytical needs of various industry sectors. Supplemented by an internship placement and industry supplied projects, graduates will be exceptionally well-equipped to harness and communicate the full value of data to the organizations they serve. Method of Delivery: Hybrid/online	Reallocation of resources, new budget requests		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Physician Assistant Residency, Psychiatry	MPAS- Psychiatry	Region V	Statewide	2018-2019	This request is to initiate a new post-graduate residency culminating in a graduate degree within the existing Department of Physician Assistant Studies. The degree will be the "Masters of Physician Assistant Studies with an emphasis in Psychiatry" (MPAS-Psychiatry). The P.A. program provides a quality graduate medical education that emphasizes critical thinking, problem solving, and service-learning in a curriculum that is technologically enhanced, research oriented, and evidence-based, with strength in both the basic and clinical medical sciences. MOD: classroom, DL and onsite clinical.	Partnerships		
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupationa l Therapy (MOT)	Region III	Statewide	2018-2019	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello. Method of Delivery: Hybrid	New budget requests, grants, and student professional fees will be used to support the expansion.		
Pharmacy Technician	ITC, AAS	Region V	Regional	2018-2019	As a result of impending changes in state law and national trends, the ISU COT is in an ideal position to lead out in the creation of this Pharm Tech program, especially as ISU also features a College of Pharmacy. The program will utilize online didactic instruction, in-person lab experiences, and clinical externships at local pharmacies. TC can be gained in 3 semesters, while the AAS will require 5 semesters. Method of Delivery: Online Blackboard collaborate/ face-to-face	Grant Funding		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Industrial Production Technology	AAS	Region V	Regional	2019-2020	This Associate of Applied Science degree program will fulfill a need for industrial production technicians and process operators. The program is requested by Enrichment Technologies Corporation to support construction of a uranium fuel enrichment facility in Idaho Falls, Idaho. Method of Delivery: Traditional/classroom	Reallocation of Resources/Grant Funding		
Advanced Dental Hygiene Education	PhD	Regions III, V	Statewide	2019-2020	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. Method of Delivery: online	Student Professional Fees		
Electrical Engineering	MS	Region V	Regional	2019-2020	Faculty within the Dept of Electrical Engineering believes that there is an unsatiated demand for a graduate program in Electrical Engineering. It is believed that a graduate program could be developed by further optimizing available faculty without additional costs. Method of Delivery: Hybrid	Reallocation of Resources		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Computer Engineering	BS	Region V	Regional	2019-2020	Faculty within the Dept of Electrical Engineering believes that there is an unsatiated demand for a BS program in Computer Engineering. It is believed that a BS program in Computer Engineering could be developed using existing courses with an optimized program structure without any additional expense. Method of Delivery: Hybrid	Reallocation of Resources		
Mathematics	MS	Region V	Regional	2019-2020	Regionally there is a unsatiated demand for graduate students trained in statistics. Students of statistics programs are finding very high paying jobs immediately upon graduation. We believe developing a graduate MS in statistics will serve the region well. Method of Delivery: Hybrid	Reallocation of Resources		
Biochemistry	MS	Region V	Regional	2019-2020	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology. Method of Delivery: Traditional classroom	Reallocation of Resources and grant funding		
Integrative Neuroscience	MS, Ph.D.	Region V	Regional	2019-2020	This degree program will be a MS, Ph.D. in Integrative Neuroscience combining the academic resources of the three colleges and eight departments. The program will have a solid grounding in neurobiology and emphases developed within the students own department. Method of Delivery: Traditional classroom	Grant Funding		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
SmartGrid	BTC	Region III	Regional	2019-2020	SmartGrid refers to a class of technology used to bring electricity delivery systems into the 21st century. These systems utilize two-way communication technology and computer processing employed in other industries. This Technical Certificate program provides students with the knowledge and tools to work in industrial and utility settings. Method of Delivery: Traditional classroom	Reallocation of Resources		

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**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016 Other programs/changes projected for this academic year were processed under the Program Prioritization process.								
Big Data Analytics	Graduate Certificate	Region III	Regional	Spring 2016	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	No additional cost to offer program		
Health Care Coordination	Undergraduate Certificate	Region III	Regional	Spring 2016	This program will prepare individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services. Online Method of Delivery	No additional cost to offer program		

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Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2016-2017								
Asian Studies	BA	Region III	Regional	Fall 2016	Will include intensive language study, a study abroad experience in Asia, and a comprehensive historical/economic understanding of Asian societies. Excellent preparation for a number of professional opportunities in the fields of business, law, and international relations. Professional schools and careers are focusing increasingly on interdisciplinary preparation of applicants. Traditional Method of Delivery	No additional cost to offer program		
Educational Technology	EdS	Region III	Regional	Fall 2016	Students in the program of Educational Technology will explore the use of current and emerging technologies for effective and efficient teaching in a dynamic global society. Areas of focus include but are not limited to online teaching and learning, technology integration, and innovative teaching in K-12 and higher education. Online Method of Delivery	Self-support No additional cost for Program		
Biomedical Sciences	BS	Region III	Regional	Fall 2016	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech). Traditional Method of Delivery	No additional cost to offer program		
Leadership and Conflict Management	MA	Region III	Regional	Fall 2016	The MA in Leadership and Conflict Management supports regional education and skill development in the use of large and small group conflict management processes. In particular, the program will build capacity to engage questions and resolve conflicts at the science-policy nexus. Traditional Method of Delivery	Reallocation		

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Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Digital Literacy	MA	Region III	Regional	Fall 2016	This program will focus on the change in how information is processed, delivered, and received in today's highly connected world. Traditional Method of Delivery	No additional cost to offer program		
Nursing Simulation	MS	Region III	Regional	Fall 2016	The program will prepare healthcare educators to facilitate learning of health professions students and practitioners in a simulation lab environment. A health care simulation lab is a physical location that replicates the settings where health care may be provided such as a hospital, provider's office, or home. The lab is designed with features to mimic real health care settings, and includes functioning equipment. Both live actors and computerized mannequins offer opportunities for learners to provide patient care experiences. The advantage that simulation offers is that the student experience can be better directed, poses less risk to live patients, and includes a broader array of health care situations. Traditional Method of Delivery	Reallocation		
Secondary Education	BA	Region III	Regional	Fall 2016	This program will prepare individuals to teach students in the secondary grades, which may include grades seven through twelve, depending on the school system or state regulations. Students will also pursue a subject area major field. Traditional Method of Delivery	No additional cost to offer program		
STEM Secondary Education	BA	Region III	Regional	Fall 2016	This program will prepare individuals to teach general science programs, or a combination of the biological and physical science subject matter areas, at various educational levels. Traditional Method of Delivery	No additional cost to offer program		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Education Studies	BA	Region III	Regional	Fall 2016	This program focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education. Traditional Method of Delivery	No additional cost to offer program		
Play Therapy	Graduate Certificate	Region III	Regional	Fall 2016	This program will provide current students and professionals in the community with the training and education needed to learn how to counsel children through developmentally-responsive and research-based play therapy methods. Coursework will help students gain hours toward earning their Registered Play Therapist (RPT) credential. Traditional Method of Delivery	No additional cost to offer program		
Materials Science: In development, but potential foci include biomaterials, computational materials, nuclear materials, functional materials, nano-materials	Graduate Certificate (multiple)	Region III	Regional	Fall 2016	This program will provide professionals with the ability to receive graduate coursework with a focus on materials; potentially in biomaterials, computational materials, nuclear materials, functional materials, nano-materials Traditional Method of Delivery	No additional cost to offer program		
Electrical and Computer Engineering: In development, but potential foci include computer engineering, semiconductor processing, power systems, embedded systems	Graduate Certificate (multiple)	Region III	Regional	Fall 2016	This program will provide professionals with the ability to receive graduate coursework with a focus on electrical and computer engineering; potentially in computer engineering, semiconductor processing, power systems, embedded systems Traditional Method of Delivery	No additional cost to offer program		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Energy Analysis	Graduate Certificate	Region III	Regional	Fall 2016	This program will prepare individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing energy-efficient systems or monitoring energy use. Includes instruction in principles of energy conservation, instrumentation calibration, monitoring systems and test procedures, energy loss inspection procedures, energy conservation techniques, and report preparation. Traditional Method of Delivery	No additional cost to offer program		
Computational Geosciences	Graduate Certificate	Region III	Regional	Fall 2016	Graduates will demonstrate a specialization in the computational skills needed for data analysis, mathematical modeling and simulation in the Geosciences. The certificate program will contribute to the statewide mission to improve computer comprehension in science and technology. Traditional Method of Delivery	No additional cost to offer program		
Applied Physics	MS	Region III	Regional	Fall 2016	This M.S. program provides the students with an opportunity to broaden and to intensify their knowledge in a number of interdisciplinary areas of Physics such as Computational Physics, Biophysics, and Materials Physics. The graduate program is intended to provide the sound scientific foundation for careers in research, teaching, and industry. Traditional Method of Delivery	No additional cost to offer program		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Computing	PhD	Region III	Regional	Fall 2016	<p>This program will have three tracks: Computer Science, Cybersecurity, and Computational Science and Engineering. The program will contribute to Idaho's and Boise State's goals for education, research, and economic growth. It will:</p> <ul style="list-style-type: none"> • Transform Boise State's Computer Science and related disciplines into one of the reputable research programs in the northwest. • Build research and education capacity for solving complex interdisciplinary problems in the areas of cyber security and computational science & engineering, as well as other research areas involving computer science, such as artificial intelligence, data analytics, social media, computer interface design, graphics, and others. • Provide a research and development base for high-tech companies in the state, as well as professional advancement opportunities for government laboratories and agencies, non-government organizations, and educational institutions. <p>Traditional Method of Delivery</p>	Reallocation		
Pre-Architecture	AA or AS	Region III	Regional	Fall 2016	<p>This program will prepare students for the UI's architecture program. Students will learn design and technical skills and explore concepts in urban and community planning, sustainable design, construction methods and environmental control. The architecture classes will be taught by U of I faculty at the Water Center; all others will be taught at BSU. Traditional Method of Delivery</p>	No additional cost to offer program		

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Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Health	BS	Region III	Regional	Fall 2016	This program prepares individuals to plan, manage, and evaluate public health care services; to function as public health professionals in public agencies, the private sector, and other settings; and to provide leadership in the field of public health. Includes instruction in epidemiology, biostatistics, public health principles, preventive medicine, health policy and regulations, health care services and related administrative functions, public health law enforcement, health economics and budgeting, public communications, and professional standards and ethics. Traditional Method of Delivery	Reallocation		
Cyber Security	MS	Region III	Regional	Fall 2016	This program will prepare individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. Traditional Method of Delivery	No additional cost to offer program		
Construction Management	Undergraduate Cert.	Region III	Regional	Fall 2016	This instructional program provides basic knowledge of construction, business and engineering to build the skills needed to manage a construction project. Traditional Method of Delivery	No additional cost to offer program		

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Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Forensic Science	BS	Region III	Regional	Fall 2016	This is a transdisciplinary program with biology, chemistry, computer science, accounting. The focus is on the application of the physical, biomedical, and social sciences and includes the analysis and evaluation of physical evidence, human testimony and criminal suspects. Also included is instruction in forensic medicine, forensic dentistry, anthropology, psychology, entomology, pathology, forensic laboratory technology and autopsy procedures, DNA and blood pattern analysis, crime scene analysis, crime scene photography, fingerprint technology, document analysis, witness and suspect examination procedures, applicable law and regulations, and professional standards and ethics. Traditional Method of Delivery	Reallocation		
Legal Studies	BA	Region III	Regional	Fall 2016	The program will prepare individuals to perform research, drafting, and investigatory, record-keeping and related administrative functions under the supervision of an attorney or court. Includes instruction in legal research, drafting legal documents, appraising, pleading, courthouse procedures, and legal specializations. Traditional Method of Delivery	Reallocation		
Criminal Justice	BS	Region III	Regional	Fall 2016	2+2 completion program w/CWI that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. This includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership. Traditional Method of Delivery	Reallocation		

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Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nonprofit Management	Undergraduate Cert.	Region III	Regional	Fall 2016	This certificate program will prepare individuals to manage the business affairs of non-profit corporations, including foundations, educational institutions, associations, and other such organizations. Includes instruction in business management, principles of public administration, principles of accounting and financial management, human resources management, taxation of non-profit organizations, and business law as applied to non-profit organizations. Traditional Method of Delivery	No additional cost to offer program		
Nonprofit Management	BA	Region III	Regional	Fall 2016	This undergraduate program will prepare individuals to manage the business affairs of non-profit corporations, including foundations, educational institutions, associations, and other such organizations. Includes instruction in business management, principles of public administration, principles of accounting and financial management, human resources management, taxation of non-profit organizations, and business law as applied to non-profit organizations. Traditional Method of Delivery	Reallocation		
Program offerings commencing 2017-2018								
Biomedical Engineering	MS and MEng	Region III	Regional	Fall 2017	The proposed degree programs will prepare students for engineering careers in the biomedical and allied health fields or PhD programs in biomedical engineering. The degrees are interdisciplinary and build on Boise State's strengths in biomechanics, biomaterials and nanomaterials research, instrumentation, and sports medicine. Traditional Method of Delivery	Reallocation		

**WORK SESSION
AUGUST 12, 2015**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Ecology, Evolution, and Behavior	PhD	Region III	Regional	Fall 2017	A partnership, unique to Idaho, between bioscientists and affiliated anthropologists and geoscientists provides a broad context for theoretical and empirical methodologies that advance deep understanding of ecological and evolutionary processes structuring regional biomes. Our local partnerships with USGS, BLM, and USFS facilitate translation of basic science discoveries to practical implementation. Traditional Method of Delivery	Reallocation		
Sport Ethics, Coaching, and Humanitarian Studies	Graduate Certificate	Region III	Regional	Fall 2017	This program will provide knowledge to coaches in the field regarding: (a) serving as positive role models; (b) demonstrating ethical behavior through sport and non-sport activities; (c) creating environments for positive youth development through sport; and (d) encouraging humanitarian efforts with athletes to give back to their community. Online Method of Delivery	Self-support Reallocation		
Economics	MA	Region III	Regional	Fall 2017	This program will focus on developing quantitative and analytical skills increasingly sought by private and public sector employers as well as high quality PhD and MBA programs. Traditional Method of Delivery	Reallocation		
TESOL (Teachers of English to Speakers of Other Languages) and Applied Linguistics	MA	Region III	Regional	Fall 2017	The program will offer courses in applied linguistics, second language acquisition theory, and pedagogical strategies for teaching second language learners of English, primarily those who are not in U.S. K-12 educational settings (e.g., adult refugees and immigrants in Idaho and learners of English as an additional language in non-English-dominant countries). Traditional Method of Delivery	Reallocation		

**WORK SESSION
AUGUST 12, 2015**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Athletic Training Program Administration	PhD	Region III	Regional	Fall 2017	This program will prepare future leaders in athletic training education programs (ATP). All of the 350+ such programs in the US must have a designated Program Director with an academic affiliation and with board certification as an athletic trainer. Presently there are no known doctoral level programs of this type. Combination of online and traditional method of delivery	Reallocation		
Business Anthropology	BA	Region III	Regional	Fall 2017	Business anthropology applies anthropological theories and practices to the needs of private sector organizations, especially industrial firms. Current research initiatives in the field tend to be concentrated in (1) marketing and consumer behavior, (2) organizational theory and culture, and (3) international business, especially international marketing, intercultural management, and intercultural communication. We define business anthropology as a practical oriented scholastic field in which business anthropologists apply anthropological theories and methods to identify and solve real business problems in everyday life. Online Method of Delivery	Self-support		
Behavioral Science (Relational Focus)	BS	Region III	Regional	Fall 2017	This program is a degree completion/ second degree for students that are interested in Behavioral Sciences. Online Method of Delivery	Self-support		
Chemistry	MA	Region III	Regional	Fall 2017	A master's program in chemistry focused on professionals and secondary teachers; a non-thesis alternative to existing MS in Chemistry. Traditional Method of Delivery	No additional cost to offer program		

**WORK SESSION
AUGUST 12, 2015**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Teaching Writing Online	Graduate Certificate	Region III	Regional	Fall 2017	The program will provide secondary and post-secondary instructors both theory and practice in course design, communication, and assessment in online writing instruction. Emphasis is on innovation and applied research through inquiry-based teaching and learning. It will be the first program nationally with this focus at the secondary and post-secondary levels. Online Method of Delivery	Self-support		
Public Sociology and Community Research	MA	Region III	Regional	Fall 2017	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. Traditional Method of Delivery	Reallocation		
Global Studies	BA	Region III	Regional	Fall 2017	A program that focuses on global and international issues from the perspective of the social sciences, social services, and related fields. Traditional Method of Delivery	No additional cost to offer program		
Health Informatics	BS degree completion	Region III	Regional	Fall 2017	A degree completion program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems. Online Method of Delivery	Reallocation		

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Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Leadership in Health	Graduate Certificate	Region III	Regional	Fall 2017	This program will prepare individuals to apply managerial principles to the administration of hospitals, clinics, nursing homes, and other health care facilities. Includes instruction in facilities planning, building and operations management, business management, financial management and insurance, fund-raising and marketing, public relations, human resources management and labor relations, health care facilities operations, principles of health care delivery, and applicable law and regulations. Online Method of Delivery	No additional cost to offer program		
Master of Athletic Training	Master of Athletic Training	Region III	Regional	Fall 2017	This program will prepare individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards. Traditional Method of Delivery	Reallocation		
Applied Politics	Undergraduate Cert.	Region III	Regional	Fall 2017	This program will focus on the interaction between politics and economics in the formation of public policy. Includes instruction in microeconomics; macroeconomics; political theory; American, comparative, and international political economy; and quantitative methods. Traditional Method of Delivery	No additional cost to offer program		
Community Research	Graduate Certificate	Region III	Regional	Fall 2017	A program that focuses on the systematic study of human social institutions and social relationships with a focus on sociological research methods. Hybrid Method of Delivery	No additional cost to offer program		

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AUGUST 12, 2015**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Performing Arts Administration	Undergraduate Certificate	Region III	Regional	Fall 2017	This program will prepare individuals to apply business management principles to the management of theatres and production corporations. Includes instruction in theatrical production, theatre design and planning, fund-raising and promotion, investment strategies, human resources management, theatre operations management, marketing, public relations, financial management and insurance, and applicable laws and regulations. Traditional Method of Delivery	No additional cost to offer program		
Musical Theatre	BA	Region III	Regional	Fall 2017	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation		
Spanish	MA	Region III	Regional	Fall 2017	This program focuses on the Spanish language and related dialects. Includes instruction in philology; Modern Castilian; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings. Traditional Method of Delivery	Reallocation		
Big Data Analytics	MS	Region III	Regional	Fall 2017	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	No additional cost to offer program		

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AUGUST 12, 2015**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Boise/Region III Pocatello/Region V	Regional	Fall 2017	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses. Traditional and Online Method of Delivery	Reallocation		
Program offerings commencing 2018-2019								
General Business	BBA	Region III	Regional	Fall 2018	An online degree completion program in General Business for those students who have completed all prerequisite courses and only need upper division coursework to finish their degree. Online Method of Delivery	No additional cost to offer program		
General Engineering	BS	Region III	Regional	Fall 2018	A broad degree covering all aspects of engineering. Traditional Method of Delivery	Reallocation		
Dramatic Writing	MFA	Region III	Regional	Fall 2018	A studio-based, experiential program to develop playwrights and screenwriters. Focused on advanced technical skills in dramatic construction; integration of elements of theatrical production in the development of scripts; use of theories and methods of script analysis, criticism, and dramaturgy; understanding of how theatre history and theory influence the creative process. Traditional Method of Delivery	Reallocation		
Economics	Master of Economics	Region III	Regional	Fall 2018	This program will focus on developing quantitative and analytical skills increasingly sought by private and public sector employers as well as high quality PhD and MBA programs. The program will include core courses in advanced theory and forecasting/econometrics as well as emphases in Regional Economic Development and Environmental & Resource Economics. Traditional Method of Delivery	Reallocation		

**WORK SESSION
AUGUST 12, 2015**

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Civil Engineering	Ph.D.	Region III	Regional	Fall 2018	The PhD program will focus on advanced theory and research in various facets of the profession with an emphasis on environmental research. Traditional Method of Delivery	Reallocation		
General Business-- Engineering Major	BBA	Region III	Regional	Fall 2018	The General Business--Engineering Major will be geared to engineering-related majors who need an essential business background to more effectively operate in a business. Accounting, finance, human resources, marketing, and supply chain courses are among the key elements to this program. Traditional Method of Delivery	Reallocation		

**WORK SESSION
AUGUST 12, 2015**

**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015- 2016 Programs/changes projected for this academic year were processed under program prioritization process.								
Program offerings commencing 2016-2017								
Secondary Education: Psychology	Bachelor of Arts (BA) or Bachelor of Science (BS)	Region II	Regional	Fall 2016	The proposed program will prepare individuals to become certified teachers with an endorsement in Psychology. The program will be delivered jointly between the Social Sciences and Education and Kinesiology Divisions. [Hybrid delivery]	Adjunct instructor		
Secondary Education: Communication Arts	Bachelor of Arts (BA) or Bachelor of Science (BS)	Region II	Regional	Fall 2016	The proposed program will prepare individuals to become certified teachers with an endorsement in the communication arts, specifically Journalism and Speech and Debate. The program will be delivered jointly between the Humanities and Education and Kinesiology Divisions. [Hybrid delivery]	No additional resources		
History	Bachelor of Arts (BA) or Bachelor of Science (BS)	Region II	Regional	Fall 2016	Renaming of existing degree which is currently titled: Social Sciences (with emphases in various areas, including History). The History degree would provide students the opportunity to examine and analyze change and continuity in human societies over time. The study of history tells us not only about the past, but provides important insights into the present and enhances our understanding of the world around us. [Hybrid method of delivery]	Adjunct instructor		

**WORK SESSION
AUGUST 12, 2015**

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiographic Science	Bachelor of Science	Region II	Regional	Fall 2016	The BS Radiographic Science degree is structured to provide Certified Radiologic Technologists the opportunity to develop additional skills required to demonstrate an advanced understanding in the healthcare profession; including but not limited to Leadership, Organization, Ethics, Community Health, Policy, Stress Management and Problem Solving. [Hybrid/ Online method of delivery]	1.0 FTE Instructor		
Multi craft Apprenticeship	Associate of Applied Science	Region II	Regional	Fall 2016	This degree option will allow a wider range of apprenticeships to have the option to be transcribed for credit towards an A.A.S. [Face-to-Face/traditional method of delivery]	No additional resources		
Pharmacy Technician	Basic Certificate	Region II	Regional	Fall 2016	The Pharmacy Technician certificate is a collaborative project with North Idaho College. The new curriculum is designed to meet the accreditation requirements for the American Society of Health-System Pharmacists (ASHP). [Hybrid method of delivery]	No additional resources	LCSC will be working with NIC to develop an MOU.	
Program offerings commencing 2017-2018								
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2017	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face/traditional method of delivery]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement w/ Layne Community College = \$55K/student}	LCSC will be working with NIC to develop an MOU.	

**WORK SESSION
AUGUST 12, 2015**

**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: Eastern Idaho Technical College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016								
Machine and Tool Technology (previously called Advanced Manufacturing)	AAS	Region VI	Regional	Fall 15	EITC's Machine Tool Technology and Advanced Manufacturing program will provide students with the necessary skills to enter the work force as an entry-level or apprentice welder/fabricator. Students will learn and perform a variety of current industry processes and procedures and will use industry standard state-of-the-art welding equipment. The delivery method will be lecture and laboratory.	This program will be funded by a line item request		
Radiation Safety	ITC	Region VI	Regional	Fall 15	This program will prepare students to safely monitor radiation produced in the nuclear industry in Southeast Idaho. Understanding how radiation is produced and the potential harm to the body is important to using the correct shielding methods. This program will comply with all national industry standards for safe control of radiological materials. The delivery will be lecture and laboratory.	This program will be funded during the first year by INL. The on-going funding will be with reallocation of \$96,571.26		
Registered Nursing	AAS	Region VI	Regional	Spring 16	The new RN option will allow students to go from C.N.A. to RN without a forced "stop-out" between programs. There will be an exit for LPN if students select that option. The delivery will be lecture and laboratory with some online instruction.	Funding to support changes to RN Program will be \$80,000 from reallocated funds from the old RN Program.		

**WORK SESSION
AUGUST 12, 2015**

Institution Name: Eastern Idaho Technical College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2016-2017								
Heavy Duty Equipment Technician	AAS	Region VI	Regional	Spring 17	The Heavy Duty Equipment Technician program at EITC will prepare students to enter the work force as entry-level or apprentice technicians. This new program will include an in- depth study of equipment repair and maintenance needs. The program prerequisites will consist of the current first year diesel classes. Delivery method: lecture & lab.	Reallocation of existing funds.		Closure of existing programs will be assessed on a yearly basis to determine funds available
Medical Laboratory Technician	AAS	Region VI	Regional	Spring 17	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. They will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Computer Security Technologies	AAS	Region VI	Regional	Spring 17	The Computer Security Technologies Program at Eastern Idaho Technical College will prepare students for entry-level positions in Information Technology Security. The curriculum gives students an understanding of security technologies including computer fundamentals, security information, and online security. Students will be trained for careers in information assurance, computer and network security. The delivery method will be lecture and laboratory.	This program will be from reallocation of existing funds.		Closure of existing programs will be assessed on a yearly basis to determine funds available

**WORK SESSION
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Institution Name: Eastern Idaho Technical College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2017-2018								
Energy Systems Electrical Engineering Technology	AAS	Region VI	Regional	Fall 2017	Energy Systems Electrical Engineering Technology (EET) prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory with some online instruction.	This program will require reallocation funds of \$78,000	Eastern Idaho Technical College designated and ISU Partnering in the MOU. The first year of this program will be completed at EITC and the second year for the AAS will be at ISU. This MOU is currently in place and we would expand it to include a 2nd year at EITC.	Closure of existing programs will be assessed on a yearly basis to determine funds available
Program offerings commencing 2018-2019								
Pharm Tech	AAS	Region VI	Regional	Fall 18	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face to face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		

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AUGUST 12, 2015**

**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Nutrition & Fitness	AS	Region IV	Regional	Fall 2018	The curriculum is designed to provide students with a strong educational background and will include on-the-job experiences using internships. This will prepare students for both immediate employment in the fitness/health industry as well as transfer to one of Idaho's four-year institutions in the pursuit of advanced degrees in dietetics/nutrition, exercise physiology, exercise science, athletic training and health education. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Program offerings commencing 2019-2020								
Dietetic Technology	AAS	Region IV	Regional	Fall 2019	Assist in the provision of food service and nutritional programs, under the supervision of a dietitian. May plan and produce meals based on established guidelines, teach principles of food and nutrition, or counsel individuals. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

**WORK SESSION
AUGUST 12, 2015**

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Diagnostic Sonography	BTC	Region IV	Regional	Fall 2019	A Sonogram Technician is a healthcare professional who conducts ultrasound examinations to help physicians diagnose and screen medical conditions. Sonogram technicians employ medical equipment using sound waves to capture images of internal tissues within the human body. These images are then used to diagnose such conditions such as cancer or to monitor fetal development in pregnancies. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Health Information Technology	AAS	Region IV	Regional	Fall 2019	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Medical Lab Assistant	AAS	Region IV	Regional	Fall 2019	Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

**WORK SESSION
AUGUST 12, 2015**

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Histology Technician	AAS	Region IV	Regional	Fall 2019	A Histotechnologist will prepare very thin slices of human, animal or plant tissue for microscopic examination. This is an important part of the intricate process of scientific investigation used in establishing and confirming patient diagnosis. Because of the histotechnologist's skillful application of sophisticated laboratory techniques, the seemingly invisible world of tissue structure becomes visible under a microscope.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Gerontology	AAS	Region IV	Regional	Fall 2019	Gerontologists are health care professionals who specialize in working with elderly patients. They provide their services to people in nursing homes, senior citizen centers, and other similar facilities. Applied gerontologists work directly with the elderly, communicating with and analyzing individuals, families, and groups. The growing population of retirees that are healthy and active promises to bring a new dimension to this field. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

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Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Viticulture	AAS, BTC	Region IV	Regional	Fall 2019	Duties of the viticulturist include: monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

**WORK SESSION
AUGUST 12, 2015**

**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016								
Law Enforcement	AAS, ITC, BTC	Region III	Regional	2015-2016	<p>The Law Enforcement Program is designed to prepare graduates for employment in law enforcement and detention settings. Students in this program have the opportunity to complete a Basic Technical Certificate, an Intermediate Technical Certificate, or an Associate of Applied Science degree in Law Enforcement.</p> <p>The Program includes an Idaho Peace Officers Standards and Training (P.O.S.T.) Council approved Basic Patrol Academy. Successful students will complete all P.O.S.T. requirements for physical fitness, marksmanship/firearms qualification, and P.O.S.T. written certification examinations.</p> <p>Acceptance into the Program is highly competitive. Based on P.O.S.T. standards, applicants must pass a selection process which includes a criminal background check and a driver history check. Applicants will be required to pass a polygraph examination prior to being accepted. Applicants will also be required to pass the P.O.S.T. fitness requirement before entering the program. MOD: Face-to-Face</p>	New State Funding	N/A	N/A

**WORK SESSION
AUGUST 12, 2015**

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2017-2018								
Agriculture, Business, Leadership, & Education	AA	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into University of Idaho's Boise-based baccalaureate program in Architecture, Business, Leadership, and Education. MOD: Traditional/ Hybrid	Undecided	N/A	N/A
Animal Science	AS	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into baccalaureate programs in Animal and Veterinary Science, including veterinary medicine, animal nutrition, animal production, agricultural extension, feed and pharmaceutical sales. MOD: Traditional/ Hybrid	Undecided	N/A	N/A
Biology--Biochemical and Laboratory Science	AS	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into baccalaureate programs in dietetics, food science, pharmacology, medicine, or programs related to biochemical research. MOD: Traditional/ Hybrid	Undecided	N/A	N/A
Chemistry	AS	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into a baccalaureate program in chemistry or a related field. Chemistry studies the composition of matter and the changes it undergoes. Chemistry majors can pursue careers in medicine, engineering, environmental science, forensic science, as well as traditional chemistry fields such as biochemistry, organic, analytical, inorganic and physical chemistry. MOD: Traditional/ Hybrid	No new resources needed	N/A	N/A

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AUGUST 12, 2015**

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2017-2018								
Construction/Carpentry	AAS, ATC, ITC	Region III	Regional	2017-2018	Professional delivery of the most current industry relevant training, including sustainable construction techniques and other green technologies, for our students to equip themselves with the necessary knowledge and skill sets to obtain, sustain, or advance in their chosen career paths. MOD: Face-to-Face	New State Funding	N/A	N/A
Design--Architectural	AA	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into a baccalaureate program in architecture. MOD: Traditional/Hybrid	Undecided	N/A	N/A
Design--General	AA	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into a baccalaureate program in art, virtual design, interior design, landscape design, or other programs requiring a foundation in concepts of design. MOD: Traditional/Hybrid	No new resources needed	N/A	N/A
Education--Bilingual	AA	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into a baccalaureate program in Special Education. Students who complete this associate's degree are also prepared for employment in schools or other educational placements in need of paraprofessionals/teacher assistants. MOD: Traditional/Online	Undecided	N/A	N/A
Education - K12 Physical Education	AA	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into a baccalaureate program in Special Education. Students who complete this associate's degree are also prepared for employment in schools or other educational placements in need of paraprofessionals/teacher assistants. MOD: Traditional/Online	No new resources needed	N/A	N/A

**WORK SESSION
AUGUST 12, 2015**

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2017-2018								
Food Processing	AAS, ATC, ITC	Region III	Regional	2017-2018	A specialization in Food and Process Technology focuses on industrial practices in modern food processing. Students learn how best to manage and supervise operations in the food processing industry as food processing technologists or managers. MOD: Face-to-Face	New State Funding	N/A	N/A
Health Promotions	AA	Region III	Regional	Fall 2017	This program is intended to prepare students for transfer into a baccalaureate program with wellness or health promotion foci. It provides students with the foundation for a career as a wellness coach, exercise trainer, or massage therapist, or for employment in health care organizations, insurance companies, corporate environments, fitness facilities, and other health, home, and work settings. MOD Traditional/Hybrid	Undecided	N/A	N/A
I Do Teach Certification	AC (Certificate)	Region III	Regional	Fall 2017	This certificate is intended to prepare students for transfer into BSU's I Do Teach program for teacher STEM teacher preparation. Students at CWI will complete the first two years of their STEM degree and add four additional education courses (8 credits) to prepare for entrance into the I Do Teach program at BSU. Once in the program at BSU, students take five additional education courses as they complete their Bachelor of Science degree with secondary teacher certification eligibility. MOD: Traditional	No new resources needed	CWI offers first three courses of I Do Teach for student transfer into BSU program: Step 1, Step 2, Knowing and Learning	N/A

**WORK SESSION
AUGUST 12, 2015**

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2017-2018								
Medical Lab Technician	AAS, ATC	Region III	Regional	2017-2018	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists. MOD: Face-to-Face & Hybrid	New State Funding	N/A	N/A
Media Production	AA	Region III	Regional	Fall 2017	Media Production degree program provides students with a broad understanding of the different fields of media production, and the foundational technical skills necessary for transfer into a baccalaureate program. Students will review the different media formats and their elements, and develop a strong foundation a variety of media techniques and technologies. Students will also be given the opportunity to produce their own media. MOD: Traditional/Hybrid	Undecided	N/A	N/A

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Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Art	AA	Region III	Regional	Fall 2018	This program is intended to prepare students for transfer into baccalaureate programs in dietetics, food science, medicine, or programs related to biochemical research. With an undergraduate degree in biomedical science students will be qualified for such careers in biomedical science as a lab assistant or medical technician, an animal scientist, biomedical engineer, or medical scientist. MOD: Traditional/ Hybrid	No new resources needed	N/A	N/A
Program offerings commencing 2018-2019								
American Sign Language	AA	Region III	Regional	Fall 2018	This program is intended to prepare students for transfer into a baccalaureate program in sign language or interpretation. This performance-based visual-gestural language sequence focuses on conversational competence of American Sign Language (ASL), receptive and expressive, in a developmental sequence via the direct interactive method, i.e. without translating to/from a first language. MOD: Traditional/Hybrid	Undecided	N/A	N/A
Dental Hygiene	AAS	Region III	Regional	2018-2019	The Dental Hygienist is a member of the dental team & helps individuals maintain oral health & prevent oral diseases. Under the supervision of a dentist, the hygienist inspects the mouth, removes stains and deposits from teeth, applies preventative agents, prepares clinical and diagnostic tests, completes dental x-rays & performs many other services related to oral care. Dental Hygienists counsel patients about preventive measures such as nutrition, oral hygiene & dental care. MOD: Face-to-Face	New State Funding	N/A	N/A

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Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Engineering	AS	Region III	Regional	Fall 2018	This program is an academic transfer program designed to prepare students to finish a Bachelor's degree in engineering at a four-year college. The course work emphasizes math, natural sciences, physics, engineering sciences and English. Students finish their general education core requirements at the transfer institution. MOD: Traditional/Hybrid	New Allocation	N/A	N/A
Program offerings commencing 2018-2019								
Education-Special	AA	Region III	Regional	Fall 2018	This program is intended to prepare students for transfer into a baccalaureate program in Special Education. Students who complete this associate's degree are also prepared for employment in schools or other educational placements in need of paraprofessionals/teacher assistants. MOD: Traditional/Online	No new resources needed	N/A	N/A
English Creative Writing	AFA	Region III	Regional	Fall 2018	This program is intended to prepare students for transfer into a bachelor of fine arts (BFA) program in creative writing. MOD: Traditional/Online	No new resources needed	N/A	N/A
Web/Graphic Design	AAS, ATC	Region III	Regional	2018-2019	Graphic Design coursework includes study in graphic design, illustration, typography, web design and advertising. Great facilities such as Macintosh-equipped computer design studios, with the latest design and illustration software and color printers, allow students to develop professional quality portfolios MOD: Face to Face	New State Funding	N/A	N/A
Program offerings commencing 2019-2020								

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Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Computer Science	AS	Boise/ Region III	Regional	Fall 2019	This program is an academic transfer program designed to prepare students to finish a Bachelor's degree in computer science and related fields. This is a general program that focuses on computers, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Includes instruction in the principles of computational science, and computing theory; computer hardware design; computer development and programming; and applications to a variety of end-use situations. MOD: Traditional/Hybrid	Undecided	N/A	N/A
Electrical Power Line Technical	AAS, ATC	Region III	Regional	2019-2020	Development of basic skills needed to be an electrical line worker. These skills include: overall safety considerations, power pole climbing skills, knowledge of the basic tools and materials involved with the electrical line crafts, general construction standards, basic rigging principles, and basic electrical theory that is specific to this trade. MOD: Face-to-Face	New State Funding	N/A	N/A
Hospitality Management	AAS, ATC	Region III	Regional	2019-2020	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement. MOD: Face-to-Face	New State Funding	N/A	N/A

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Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Information Technology Applications Management	AS	Boise/ Region III	Regional	Fall 2019	This program is an academic transfer program designed to prepare students to finish a Bachelor's degree in information technology and related fields. This program includes coursework in computer programming, software development, mathematics, as well as management and business. MOD: Traditional/Hybrid	Undecided	N/A	N/A
Music	AA	Region III	Regional	Fall 2019	This program is intended to prepare students for transfer into a baccalaureate program in Music. Students completing a Bachelor's degree often enter the following professions: Music Performance, Music Education, Music Therapy and/or Music Business. In addition, students completing an Associate of Arts degree often work as studio teachers. MOD: Traditional/Hybrid	Undecided	N/A	N/A
Paralegal+A10	AAS, ATC	Region III	Regional	2019-2020	Known as paralegals, legal assistants, or lawyers assistants, this program prepares graduates to assist in the effective delivery of legal services to both the public and private sector of our society. Graduates are prepared to work in law firms, banks, corporations and government agencies. MOD: Face-to-Face	New State Funding	N/A	N/A
Pharmacy Technician	AAS	Region III	Regional	2019-2020	This program provides both technical and practical training which will enable graduates, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. This program provides students with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. MOD: Face-to-Face	New State Funding	N/A	N/A

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Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiology Technician	AAS	Region III	Regional	2019-2020	The program prepares student to become a radiologic technologist, serving a vital role as a highly skilled technical assistant to the radiologist. On campus, students practice their newly acquired diagnostic imaging skills in a modern radiographic laboratory and learning center under the direct supervision of qualified staff. MOD: Face-to-Face	New State Funding	N/A	N/A
								CWI does not anticipate transiting any programs or discontinuing/consolidating any programs

**WORK SESSION
AUGUST 12, 2015**

**FIVE-YEAR PLAN
Proposed Regional Programs**

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2015-2016								
Aviation Technology	Associate of Applied Science/Advanced Technical Certificate	Region I	Service Region Program/Service Region Program Responsibility	Spring 2016	For students seeking a career as a Professional Helicopter Pilot. Flight Training classes are offered through Inland Helicopter's Part 141 certificate. Graduates will have 225 flight hours and meet the minimum qualifications for entry-level employment as a professional helicopter pilot or flight instructor. Method of delivery: face-to-face, internet, and hybrid.	Self Support	Inland Helicopter, Effective date 1/1/2016, pending State Board approval of degree	
Program offerings commencing 2016-2017								
Aviation Technology	Associate of Applied Science	Region I	Service Region Program/Service Region Program Responsibility	Fall 2016	For students who wish to prepare for a career as a commercial airplane pilot. Students will work toward a college degree and commercial instrument pilot certificates at the same time. Additional ratings for flight instructor, instrument flight instructor, and multi engine may be earned. Method of delivery: face-to-face, internet, and hybrid.	Self Support	Northern Air, Effective date 1/1/2016, pending State Board approval of degree	
Water Quality	Associate of Science Degree / Emphasis in Wastewater Quality	Region I	Service Region Program/Service Region Program Responsibility	Fall 2016 (FY 2017)	In progress - under discussion with Coeur d'Alene Tribe, UI, and the Coeur d'Alene Wastewater Treatment Plant; delivery anticipated to be as follows: Traditional classroom, on-line, hybrid/combination; Recurring new budget needed to deliver is \$20000, FY 17, then ongoing.	N/A	Pending State Board approval of degree; Need for and scope of MOU indeterminate at this time, dependent on outcomes of discussion with U of I and other partners in delivery of such a program.	

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Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dental Hygiene previously Dental Assistant	Associate of Applied Science w/Certificate Option	Region I	Service Region Program/Service Region Program Responsibility	Fall 2016	The degree awarded is an AAS degree with a certificate option. The program will prepare students to provide patient care, office assistance, and central supply and sterilization duties to dental offices. The didactic instruction will occur on the Coeur d'Alene campus, the clinical component will be taught at a dental facility in the community. Method of delivery: hybrid.	Grant funded; Will seek state funding	Heritage Health - pending State Board approval of degree	
Surgical Technology	Certificate w/Associate of Applied Science Option	Region I	Service Region Program/Service Region Program Responsibility	Fall 2016	The program will prepare students to assist in surgical operations in acute care and outpatient settings. Upon successful completion of the program, graduates will be eligible to become certified by passing a national licensing examination. Surgical Technologists serve as members of the operating room team under the direction of licensed professionals and provide care for patients before, during and after surgical procedures. Method of delivery: hybrid.	Grant funded; Will seek state funding	Kootenai Health - pending State Board approval of degree	
Medical Laboratory Technician	Associate of Applied Science	Region I Region II	Service Region Program/Service Region Program Responsibility	Fall 2016	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	Grant funded; Will seek state funding		

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Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Pharmacy Technician	Basic Certificate	Region II	Regional	Fall 2016	The Pharmacy Technician certificate is a collaborative project with LCSC. The new curriculum is designed to meet the accreditation requirements for the American Society of Health-System Pharmacists (ASHP). [Hybrid delivery]	No additional resources	LCSC	
Program offerings commencing 2017-2018								
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2017	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student}	LCSC	

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WORK SESSION
AUGUST 12, 2015

Idaho State Board of Education
Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion
CWI	Agriculture Science	1.0000	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
CSI	Agribusiness	1.0101	AAS, ITC		Business	CSI Campus	Regional	Traditional with some portion
UI	Agribusiness	1.0101	B.S.Ag.Econ.	Minor	CALS	Moscow	Statewide	avail online face-to-face
UI	Agricultural Economics	1.0103	B.S.Ag.Econ.		CALS	Moscow	Statewide	face-to-face
UI	Applied Economics	1.0103	M.S.	Emphasis:: 1) Agricultural Economics; 2) Natural Resources; 3) Agribusiness	CALS	Moscow	Statewide	face-to-face
CWI	Farm Business Management	1.0104	BTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Systems Management	1.0201	B.S.Ag.L.S.	Minor	CALS	Moscow	Regional	Face to face/web
CSI	Animal Science Livestock Technician	1.0302	ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Aquaculture	1.0303	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Aquaculture	1.0303		Minor	CNR	Moscow	Regional	Traditional
CSI	Equine Horse Management	1.0507	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	AA, AS, AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Horticulture Technology - Horticulture Assistant	1.0601	ITC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Horticulture Technology, Horticulturist	1.0601	AAS, ATC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
UI	Agricultural Extension Education	1.0801		Minor	CALS	Moscow	Regional	face-to-face
UI	Agricultural Science, Communication and Leadership	1.0802	B.S.Ag.L.S.		CALS	Moscow	Regional	face-to-face
CSI	Animal Science	1.0901	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Animal and Veterinary Science	1.0901	B.S.A.V.S.	Options: 1) Business Option; 2) Dairy Science; 3) Production	CALS	Moscow	Statewide	face-to-face
UI	Animal Physiology	1.0901	Ph.D.		CALS	Moscow	Regional	face-to-face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Animal Science	1.0901	M.S.	Minor	CALS	Moscow	Statewide	face-to-face
UI	Food Science	1.1001	B.S.F.S.; M.S.; Ph.D.	Emphasis: 1) Processing; 2) Business; 3) Science; 4)	CALS	Moscow	Statewide	face to face
CSI	Food Processing Technology	1.1002	AAS		Agriculture	CSI Campus	Regional	Traditional
UI	Plant Science	1.1101	M.S.; Ph.D.		CALS	Moscow	Statewide	traditional/video link
UI	Crop Science	1.1102		Minor	CALS	Moscow	Regional	traditional/video link
UI	Horticulture	1.1103		Minor	CALS	Moscow	Regional	traditional/video link
UI	Sustainable Crop and Landscape Systems	1.1103	B.S.Ag.L.S.	Options: 1) Insects & Society; 2) Soil & Land Use; 3) Sustainable Cropping Systems; 4) Environmental Horticulture; 5) Plant Biotechnology	CALS	Moscow	Regional	traditional/video link
UI	Plant Protection	1.1105		Minor	CALS	Moscow	Regional	traditional/video link
UI	Rangeland Ecology and Management	1.1106	B.S.Rangeland Ecol.-Mgt.	Minor	CNR	Moscow	Statewide	Traditional
UI	Soil and Land Resources	1.1201	M.S.; Ph.D.		CALS	Moscow	Regional	traditional/video link
UI	Soil Science	1.1201		Minor	CALS	Moscow	Regional	traditional/video link
BSU	Environmental Studies	3.0103	B.A.		Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103		Minor	Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
LCSC	Environmental Studies	3.0103		minor only	HUM/NS/SS	Lewiston	Regional	classroom/online
UI	Environmental Contaminant Assessment	3.0104	Certificate		CLASS	Regional	Regional	hybrid
UI	Environmental Science	3.0104	B.S.Env.S.; M.S.; Ph.D.	Options: 1) Biological Science; 2) Physical Science; 3) Physical Science 2; 4) Social Science	CNR	Moscow	Regional	traditional; hybrid
UI	Environmental Water Science	3.0104	Certificate		CLASS	Moscow	Regional	traditional
UI	Natural Resources and Environmental Science	3.0104	P.S.M.	Program Options: Water Resources Management; Environmental Contamination; Sustainability Science; Climate Change Science; Management of Regulated River Systems; Ecohydrology Science and Management	CNR	Moscow, Coeur d'Alene, Boise, Idaho Falls	Regional	Traditional, hybrid
UI	Conservation Social Sciences	3.0201		Minor	CNR	Moscow	Regional	Traditional
UI	Environmental Communication	3.0201		Minor	CNR	Moscow	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Natural Resources	3.0201	M.N.R.; M.S.; Ph.D.	Minor	CNR	Moscow	Statewide	Traditional; Online: M.N.R.
UI	Natural Resource Economics	3.0204		Minor	CALS	Moscow	Statewide	
UI	Natural Resource Conservation	3.0207	B.S.Nat.Resc.Consv.		CNR	Moscow	Statewide	traditional
UI	Fishery Resources	3.0301	B.S.Fish.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Forest Resources	3.0502	B.S.For.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Fire Ecology and Management	3.0506	B.S.Fire.Ecol.Mgmt; Graduate Certificate	Minor	CNR	Moscow	Statewide	Traditional; Online: Graduate Certificate
UI	Renewable Materials	3.0509	B.S.Renew.Mat.	Minor	CNR	Moscow	Statewide	Traditional
UI	Forest Operations	3.0510		Minor	CNR	Moscow	Regional	Traditional
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR	Moscow	Regional	Traditional
UI	Wildlife Resources	3.0601	B.S.Wild.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Architecture	4.0201	B.S.Arch; M.Arch.	Minor	CAA	Moscow/Boise	Statewide	Face to Face w/ several distance compressed video and online
UI	Integrated Architecture and Design	4.0201	M.S.		CAA	Moscow	Regional	traditional
UI	Bioregional Planning and Community Design	4.0301	M.S.; Certificate		CAA	Moscow, Boise	Regional	Face-to-face & hybrid
UI	Landscape Architecture	4.0601	B.S.L.A.; M.L.A.	Minor	CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
UI	American Studies	5.0102	B.A.; B.S.	Minor; Emphasis: 1) Literature; 2) History; 3) Social Science; Minor in American Studies	CLASS	Moscow	Regional	traditional
UI	Latin-American Studies	5.0107	B.A.		CLASS	Moscow	Regional	traditional
BSU	Canadian Studies	5.0115		Minor	Soc Sci & Public Affairs/ Political Science	Boise	Regional	Traditional
BSU	Native American Studies	5.0202		Minor	Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
LCSC	Native American Studies	5.0202		minor only	Social Sciences/ Humanities	Lewiston	Regional	classroom
UI	American Indian Studies	5.0202		Minor	CLASS	Moscow	Regional	hybrid
BSU	Latin American and Latino/a Studies	5.0203		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203		Minor	Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
UI	Women's and Gender Studies	5.0207		Minor	CLASS	Moscow	Regional	traditional
BSU	Gender Studies	5.0299		Minor	Soc Sci & Public Affairs/ Administration			
BSU	Ethnic Studies	5.0299	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0299		Minor	Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Communication	9.0101	B.A.	Emphases: Media Production, Journalism Media Studies, Public Communication, Relational and Organizational Studies	Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication	9.0101	M.A.		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Communication	9.0101		Minor	Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
CWI	Communication	9.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Communication Arts	9.0101	BA, BS	minor	Humanities	LEW/CDA	Regional	hybrid – some courses available on online
UI	Communication Studies	9.0101		Minor	CLASS	Moscow	Regional	hybrid
UI	Journalism	9.0401	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Broadcasting and Digital Media	9.0702	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Organizational Dynamics	9.0901	Certificate		CLASS	Moscow/CDA	Regional	hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS	Moscow/CDA	Regional	hybrid
BSU	Public Relations	9.0902	Certificate, Undergraduate		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
UI	Public Relations	9.0902	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Advertising	9.0903	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
LCSC	English: Publishing Arts	9.1001	BA	emphasis	Humanities	Lewiston	Regional	classroom
LCSC	Publishing Arts	9.1001		minor only	Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Regional	Traditional
LCSC	Graphic Design/ Print Technology	10.0301	AAS		BTS	Lewiston	Regional	classroom
LCSC	Graphic Design/ Print Technology	10.0301	BAS		BTS	Lewiston	Regional	classroom
LCSC	Digital Imaging	10.0303	ITC		BTS	Lewiston	Regional	classroom
ISU	Graphic Arts/Printing Technology	10.0303	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
UI	Virtual Technology and Design	10.0304	B.S.		CAA	Moscow/Boise	Regional	Face-to-face & hybrid
LCSC	Offset Press	10.0307	ITC		BTS	Lewiston	Regional	classroom
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Computer Science	11.0101	BA, BS	minor/ CS Emphasis	Natural Sciences and Math	Lewiston	Regional	classroom/online
ISU	Computer Science	11.0101	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
ISU	Informatics	11.0104	BBA, CERT		Business	ISU Campus	Regional	Face-to-Face
LCSC	Computer Science	11.0401	BA, BS	Information Systems Emphasis	Natural Sciences and Math	Lewiston	Regional	classroom/online
LCSC	Computer Science	11.0401	BA, BS	Information Technology Emphasis	Natural Sciences and Math	Lewiston	Regional	classroom/online
BSU	Computer Science	11.0701	B.S.		Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701	M.S.		Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701		Minor	Engineering/ Computer Science	Boise	Regional	Traditional
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.	Minor	ENGR	Moscow	Regional	Traditional; Online: M.S.
UI	Secure and Dependable Computing Systems	11.0701	Certificate		ENGR	Moscow	Regional	online
CSI	Digital Media	11.0801	AAS, ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Web Development	11.0801	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Web Development	11.0801	AAS		BTS	Lewiston	Regional	classroom/online
LCSC	Web Development	11.0801	BAS		BTS	Lewiston	Regional	classroom/online
LCSC	Computer Science	11.0801	BA, BS	Web Development Emphasis	Natural Sciences and Math	Lewiston	Regional	classroom/online
CSI	Computer Support Technician	11.0901	ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Cisco Networking and Security Technology	11.0901	AAS, ATC, BTC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
ISU	Information Technology Systems	11.0901	ITC, ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Computer Network Technician	11.0901	ITC, ATC		Technology	ISU Campus	Regional	Face-to-Face
CWI	Network Administration	11.1001	AAS, ATC, ITC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Information Systems Analysis	11.1002	AAS		TI	Lewiston	Regional	classroom
LCSC	Information Systems Analysis	11.1002	BAS, BAT		TI	Lewiston	Regional	classroom
CWI	Information Security and Digital Forensics	11.1003	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
CWI	Computer Support Specialist	11.1006	AAS, ATC, ITC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
ISU	Cosmetology	12.0401	ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	ISU Campus	Regional	Face-to-Face
CSI	Baking and Pastry Arts	12.0501	AAS, ITC, BTC		Business	CSI Campus	Regional	Traditional with some portion avail online
CWI	Baking and Pastry Arts	12.0501	AAS, ATC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Culinary Arts (inactive 2014)	12.0503	AAS, ATC, ITC, BTC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CSI	Culinary Arts	12.0508	AAS, ITC, BTC		Business	CSI Campus	Regional	Traditional with some portion avail online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Secondary/K-12 Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Education, General	13.0101	M Ed	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
UI	Education	13.0101	Ed.D; Ph.D.		ED	Rexburg	Regional	Online, Hybrid, Face-to-Face
BSU	Bilingual Education	13.0201	M.Ed.		Education/Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Bilingual Education	13.0201	M.Ed.		Education/Literacy, Language and Culture	Nampa	Regional	Traditional
BSU	Elementary Education/ENL	13.0201	B.A.		Education/ Literacy, Language and Culture	Twin Falls	Regional	Traditional
CSI	Education, Bilingual Elementary	13.0201	AA		Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Elementary Education-Bilingual/ENL	13.0301	B.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	English as a New Language	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Nampa	Regional	Traditional
BSU	English as a New Language	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Twin Falls, Boise	Regional	Traditional/online
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences/ Kinesiology	Boise	Regional	Traditional
CSI	Education, General (Curriculum Leadership)	13.0301	M Ed Emp.		Education	CSI Campus		
LCSC	English as a New Language	13.0301		minor only	Education and Kinesiology	Lewiston	Regional	classroom/online
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: Career & Technical Education	ED	Boise, Coeur d'Alene, Moscow	Regional	Online: M.Ed.

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Educational Leadership	13.0401	M.Ed.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Educational Leadership, Executive	13.0401	Ed.S.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp.		Education	CSI Campus		
ISU	Educational Leadership	13.0401	Ed D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed.Ldrshp.		ED	Boise, Coeur d'Alene, Moscow	Regional	Online
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S		Education	ISU Campus	Regional	Hybrid
BSU	Educational Technology	13.0501	Ed.D.		Education/ Educational Technology	Boise	Regional	Traditional
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Educational Technology	13.0599	M.S., M.E.T.		Education/ Educational Technology	Boise	Regional	Traditional
BSU	Technology Integration Specialist	13.0599	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Consulting Teaching Endorsement-Behavior Specialist	13.1001	Graduate Certificate		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Special Education	13.1001	Certificate	minor	Education and Kinesiology	Lewiston	Regional	classroom/online
LCSC	Special Education - Paraprofessional to Teacher	13.1001	BA, BS		Education and Kinesiology	Lewiston	Regional	classroom
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
UI	Special Education	13.1001	M.Ed.		ED	Boise, Coeur d'Alene, Moscow	Regional	Online
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
LCSC	Gifted and Talented Education	13.1004		minor only	Education and Kinesiology	Lewiston	Regional	Online
LCSC	Early Childhood Special Education	13.1015		minor only	Education and Kinesiology	Lewiston	Regional	classroom/online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Counseling	13.1101	M.A.		Education/ Counselor Education	Boise	Regional	Traditional
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Rehabilitation Counseling and Human Services	13.1101	M.Ed.; M.S.		ED	Boise, Coeur d'Alene	Regional	Online, Hybrid, Face-to-Face
UI	Adult Basic Education/GED Instructor	13.1201	Certificate		ED	Boise and Moscow	Regional	Online, Hybrid, Face-to-Face
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.; Ed.S.AO.L.L.		ED	Boise and Moscow	Regional	Online: M.S.
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
CSI	Education, Elementary	13.1202	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CSI	Education, General (Elementary Ed.)	13.1202	M Ed Emp.		Education	CSI Campus		
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
CWI	Education-Elementary	13.1202	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
LCSC	Elementary Education	13.1202	BA, BS		Education and Kinesiology	LEW/CDA	Regional	classroom/online
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid
UI	Elementary Education	13.1202	B.S.Ed.		ED	Moscow, Coeur d'Alene	Regional	Face-to-Face, Hybrid, Online
CSI	Education, General (Secondary Education)	13.1205	M Ed Emp.		Education	CSI Campus		
CSI	Education, Secondary	13.1205	AA	Agriculture, Anthropology, Art, Biology, Business, Chemistry, Communication, Earth Science, Economics, English, Geography, Geology, History, Mathematics, Music, Physical Education, Physical Science, Political Science, Psychology, Social Science, Sociology, Spanish, and Theater concentrations available	Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CSI	Education, Special	13.1205	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Secondary Education	13.1205	BA, BS			CSI Campus		
CWI	Education-Secondary	13.1205	AA	Biology, Chemistry, Earth Science, Mathematics, Physical Science, Social Science (all concentrations)	Social & Behavioral	Nampa Southwest	Regional	Traditional
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Human Exceptionality	13.1205	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Human Exceptionality	13.1205	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BA, BS	Art, Biological Sciences, Business Educ, Chemistry, Comm/Rhetorical, Economics, English, Family & Consumer, French, Geology, German, Health Education, History, Mathematics, Physical Education, Physics, Political Science, Social Science, Social Studies, Sociology, Spanish, Special Educ, Theatre.	Education	CSI Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Comm/Rhetorical, Economics, English, Family & Consumer, French, Geology, German, Health Education, History, Mathematics, Physical Education, Physics, Political Science, Social Science, Social Studies, Sociology, Spanish, Special Educ, Theatre.	Education	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Comm/Rhetorical, Economics, English, Family & Consumer, French, Geology, German, Health Education, History, Mathematics, Physical Education, Physics, Political Science, Social Science, Social Studies, Sociology, Spanish, Special Educ, Theatre.	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.		ED	Moscow, Coeur d'Alene	Regional	Face-to-Face, Hybrid, Online
ISU	Child and Family Studies	13.1210	BA		Education	ISU Campus	Regional	Face-to-Face
ISU	Early Childhood Care and Education	13.1210	ITC,AAS, BAT	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College	Boise	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS	Moscow	Statewide	face-to-face
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/Art	Boise	Regional	Traditional
BSU	Art Education	13.1302	M.A.	K-12 or 6-12	Arts & Sciences/Art	Boise	Regional	Traditional
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/Art	Boise	Regional	Traditional
UI	Art Education	13.1302	B.S.Art.Ed.		CAA	Moscow	Regional	Face to Face (Traditional)
BSU	English Teaching	13.1305	B.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Literacy	13.1305		minor only	Education and Kinesiology	Lewiston	Regional	classroom/online
LCSC	Middle School English Language Arts	13.1305		minor only	Humanities	Lewiston	Regional	classroom
LCSC	Secondary Education: English	13.1305	BA		Humanities	Lewiston	Regional	classroom
ISU	English and the Teaching of English	13.1305	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French, German, Spanish	Arts & Sciences/ World Languages	Boise	Regional	Traditional
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Education and Kinesiology	Lewiston	Regional	classroom
ISU	Health Education	13.1307	MHE	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Education, General (Child & Family Studies)	13.1308	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Family and Consumer Sciences	13.1308	BA, BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
BSU	Online Teaching	13.1309	Graduate Certificate		Education/Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
UI	Industrial Technology	13.1309	B.S.Tech.		ENGR	Idaho Falls	Regional	Traditional
UI	Technical Workforce Training	13.1309	Certificate		ED	Boise, Coeur d'Alene, Moscow	Regional	Face-to-Face, Hybrid, Online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Mathematics Consulting Teaching Endorsement	13.1311	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics Teaching Endorsement Minor	13.1311		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
LCSC	Middle School Mathematics	13.1311		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	Secondary Education: Mathematics	13.1311	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
ISU	Mathematics for Secondary Teachers	13.1311	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
BSU	Music Education	13.1312	BM		Arts & Sciences/Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	MM		Arts & Sciences/Music	Boise	Regional	Traditional
ISU	Music Education	13.1312	BME	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Music Education: Instrumental	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music Education: Vocal	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music Education: Vocal-Instrumental	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Physical Education Pedagogy	13.1314	M.K., M.S.		Health Science/ Kinesiology	Boise	Regional	Traditional
CSI	Health Education	13.1314	MHE		Division of Health Sciences	CSI Campus		
CSI	Physical Education - Athletic Training	13.1314	AA		Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Exercise Science	13.1314	AA		Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education K-12	13.1314	AA		Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education/Athletic Administration	13.1314	MPE		Physical Education	CSI Campus		
CWI	Physical Education	13.1314	AA	Athletic Training	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
CWI	Physical Education	13.1314	AA	Exercise Science	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Coaching	13.1314		minor only	Education and Kinesiology	Lewiston	Regional	classroom
LCSC	Health	13.1314		minor only	Education and Kinesiology	Lewiston	Regional	classroom/online
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
UI	Coaching	13.1314		Minor	ED	Moscow	Regional	Face-to-Face
UI	Physical Education	13.1314	B.S.Ed.; M.Ed		EDU	Moscow	Regional	traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Weekend only
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts & Sciences/Geosciences	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	STEM Education	13.1316	M.S.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
LCSC	Secondary Education: Earth Science	13.1316	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
BSU	Economics, Social Science, Sec Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Soc Sci & Public Affairs/Political Science	Boise	Regional	Traditional
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS		Social Sciences	Lewiston	Regional	classroom
UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1)Business & Marketing Education; 2) Occupational Education; 3) Engineering & Technology Education	ED	Boise, Coeur d'Alene, Moscow	Regional	Face-to-Face, Hybrid, Online
BSU	Biological Science Teaching Endorsement	13.1322		Minor	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History, Social Sciences, Secondary Education	13.1328	B.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Earth Science Teaching Endorsement Minor	13.1337		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
UI	Environmental Education	13.1338	Graduate Certificate		CNR	McCall, ID	Regional	online
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business & Economics/ Economics	Boise	Regional	Traditional
UI	Teaching English as a Second Language	13.1401	M.A.	Minor	CLASS	Moscow	Regional	traditional
LCSC	Paraprofessional Education	13.1501	AA		Education and Kinesiology	Lewiston	Regional	classroom
ISU	Education, General (Literacy)	13.1502	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS, ITC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Blended Early Childhood Education	13.2100	BA		Education	ISU Campus	Regional	Hybrid
LCSC	Engineering	14.0101	AS		Natural Sciences and Math	Lewiston	Regional	Classroom
UI	Manufacturing Engineering Minor	14.0101		Minor	ENGR	Moscow	Regional	Traditional
CSI	Engineering, Agriculture	14.0301	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Biomedical Engineering	14.0501		Minor	Engineering/ Mechanical & Biomedical Engr.	Boise	Regional	Traditional
CSI	Engineering, Chemical	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR	Moscow	Regional	traditional & video conf
BSU	Civil Engineering	14.0801	B.S.		Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801		Minor	Engineering/ Civil Engineering	Boise	Regional	Traditional
CSI	Engineering, Civil	14.0801	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow	Regional	on-campus; Online: M.S.
UI	Structural Engineering	14.0801	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	online
UI	Applied Geotechnics	14.0802	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	online
UI	Hydrology	14.0805	M.S.		COS	Moscow, Idaho Falls	Regional	Traditional
UI	Water Resources	14.0805	M.S.; Ph.D.	Program Options: Water Resources Engineering & Science Option; Water Resources Science & Management; Water Resource Law, Management & Policy	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid
UI	Water Resources Engineering	14.0805	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Computer Engineering	14.0901	M.Engr., M.S.		Engineering/ Electrical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	B.S.		Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
CSI	Engineering, Computer	14.0901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR	Moscow	Regional	on-campus; Online: M.S., M.Engr.
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	M.Engr., M.S.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001		Minor	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Communication and Control for Power Transmission and Distribution	14.1001	Certificate		ENGR	Moscow	Regional	online
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow	Regional	on-campus; On-line: M.S., M.Engr
UI	Electrical Machines and Drives	14.1001	Certificate		ENGR	Moscow	Regional	online
UI	Power System Protection and Relaying	14.1001	Certificate		ENGR	Moscow	Regional	online
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Environmental Engineering	14.1401	M.S.; M.Engr		ENGR	Moscow, Idaho Falls	Regional	on-campus and outreach
BSU	Materials Sci and Engineering	14.1801		Minor	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	B.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
UI	Advanced Materials Technology	14.1801	Certificate		ENGR	Moscow	Regional	on-campus and outreach
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.	Minor	ENGR	Moscow	Regional	Traditional
CSI	Engineering, Electrical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Engineering, Mechanical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.	Minor	ENGR	Moscow	Regional	Face-to-face; Online; M.Engr
UI	Metallurgical Engineering	14.2001	M.S.	Minor	ENGR	Moscow	Regional	Traditional
UI	Metallurgy	14.2001	M.S.		ENGR	Moscow	Regional	on-campus and outreach
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach; compressed video
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR	Idaho Falls/Moscow	Regional	on-campus and online
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
BSU	Industrial Engineering	14.3501		Minor	Business & Economics Engineering	Boise	Regional	Traditional
UI	Geological Engineering	14.3901	M.S.	Minor	ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	Online: M.S.
UI	Biological and Agricultural Engineering	14.4501	B.S.B.A.E.; M.S.; M.Engr.; Ph.D.	Options: 1) Agricultural Engineering; 2) Biological Systems Engineering; 3) Environmental Engineering; 4) Bioenergy Engineering; 5) Eco-Hydrological Engineering	ENGR	Moscow, Boise	Regional	Face to face/web
UI	Engineering Management	14.9999	M.Engr.		ENGR	Moscow, Boise, Idaho Falls	Regional	online
ISU	Civil Engineering Technology	15.0201	ITC,ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CWI	Electronics Technology	15.0303	AAS, BTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Energy Systems Engineering Technology (ESET)	15.0303	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Laser/Electro-Optics Technology	15.0304	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
UI	Analog Integrated Circuit Design	15.0306	Certificate		ENGR	Moscow	Regional	online
UI	Semiconductor Theory and Devices	15.0306	Certificate		ENGR	Moscow	Regional	on-campus and outreach
ISU	Energy Systems Instrumentation and Control Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	ITC,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation Tech.: Industrial Controls	15.0404	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
UI	Heating, Ventilation, and Air Conditioning (HVAC) Systems	15.0501	Certificate		ENGR	Boise, Moscow, Outreach	Regional	on-campus and outreach, compressed video
CSI	Wind Energy Technology	15.0503	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Energy Systems Renewable Energy Technology	15.0503	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology	15.0503	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Water Resource Mgmt	15.0506	ITC, BTC		Agriculture	CSI Campus	Regional	Traditional
CSI	Environmental Technology	15.0507	AAS, ITC		Agriculture/Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
UI	Technology Management	15.0612	M.S.		ENGR	Moscow, Boise, Idaho Falls	Regional	online
CSI	Manufacturing Technology	15.0613	ITC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Automated Manufacturing Technology	15.0613	AAS, ATC, ITC		TI (Technical & Industrial)	Lewiston	Regional	classroom
LCSC	Automated Manufacturing Technology	15.0613	BAS		TI (Technical & Industrial)	Lewiston	Regional	classroom
ISU	Advanced Manufacturing Technology	15.0613	ITC,AAS		Technology	ISU Campus	Regional	
UI	Human Safety Performance	15.0703	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach, compressed video
NIC	Aerospace Technology	15.0801	AAS, ATC, TC	Advanced Manufacturing Computer Numerical Control Mill Operation Aerospace NDTI		Coeur d'Alene	Region	
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Geomatics Technology	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Computer Software Engineering Tech.	15.1204	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Engineering Technology	15.1301	ITC		TI	Lewiston	Regional	classroom
CSI	Drafting Technology	15.1302	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Drafting Technology	15.1302	AAS, ATC, ITC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Computer Aided Design Drafting Technology	15.1302	ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Engineering Technology Traditional	15.1303	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Traditional	15.1303	BAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil	15.1304	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil,	15.1304	BAS, BAT		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Mechanical	15.1306	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Mechanical	15.1306	BAS		TI	Lewiston	Regional	classroom
ISU	Mechanical Drafting	15.1306	ITC		Technology	ISU Campus	Regional	
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Language, Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
UI	Modern Language Business	16.0101	B.A.		CLASS	Moscow	Regional	traditional
BSU	Chinese Studies	16.0301		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Russian	16.0402	AA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	German	16.0501	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	German	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German for Business	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	German	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	German	16.0501		Minor	CLASS	Moscow	Regional	traditional
BSU	French	16.0901	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French	16.0901			Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French for Business	16.0901		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	French	16.0901	BA		Arts and Letters	ISU Campus	Regional	Hybrid
UI	French	16.0901	B.A.	Minor	CLASS	Moscow	Regional	traditional/study abroad
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
LCSC	Spanish	16.0905		minor only	Humanities	Lewiston	Regional	classroom
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
UI	Spanish	16.0905	B.A.	Minor	CLASS	Moscow	Regional	traditional/study abroad
LCSC	Nez Perce Language	16.1001		minor only	Humanities	Lewiston	Regional	classroom
ISU	Shoshoni	16.1001	AA	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Arabic Studies	16.1101		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Latin	16.1203		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	American Sign Language	16.1601		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS, BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
CSI	Language, American Sign Language	16.9999	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
UI	Family and Consumer Sciences	19.0101	M.S.		CALS	Moscow	Regional	Traditional, combination
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Options: 1) Coordinated Program in Dietetics; 2) Nutrition	CALS	Moscow, Coeur d'Alene (snr CPD students only)	Regional	Traditional, combination
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Options: 1) Child Development/Family Relations; 2) Family Life	CALS	Moscow	Regional	traditional/combination
UI	Early Childhood Development and Education	19.0701	B.S.Early Chldhd.Dev.Ed.		CALS	Moscow	Regional	Traditional, combination
UI	Aging Studies	19.0702		Minor	CLASS	Moscow	Regional	traditional
BSU	Family Studies	19.0704		Minor	Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
BSU	Family Studies	19.0704	Graduate Certificate		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Education, Early Childhood Education	19.0708	AA, AAS,ITC, BTC		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
CWI	Early Childhood Education	19.0708	AAS, ATC, ITC, BTC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
ISU	Early Childhood Care and Education (Family Child Care)	19.0708	BTC	N/A	Technology	ISU Campus	Regional	Face-to-Face
UI	Clothing, Textiles and Design	19.0901	B.S.F.C.S.		CALS	Moscow	Regional	traditional, online
CSI	Psychology	20.1014	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Law (Pre)	22.0001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Pre-Law	22.0001	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Pre-Law	22.0001		minor only	Business Technology & Service	Lewiston	Regional	classroom
UI	Law	22.0101	J.D.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Laternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Moscow, Boise	Statewide	Traditional with the use of some on-line and video conference capability
LCSC	Legal Administrative Assistant	22.0301	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Legal Administrative Assistant	22.0301	BAS		BTS	Lewiston	Regional	classroom
LCSC	Legal Office Technology	22.0301	ITC		BTS	Lewiston	Regional	classroom
EITC	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Legal Assistant	22.0302	LGL.TC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Paralegal	22.0302	AAS, ITC		BTS	Lewiston	Regional	classroom
LCSC	Paralegal	22.0302	BAS		BTS	Lewiston	Regional	classroom
ISU	Paralegal Studies	22.0302	AAS,BAT	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	English	23.0101	B.A.	Emphases: Linguistics, Literature, Technical Communication, Writing	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: Literature, Rhetoric and Composition	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
CWI	English	23.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional, Online
LCSC	English	23.0101	BA	minor	Humanities	Lewiston	Regional	classroom
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA,CERT	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	English	23.0101	B.A.; M.A.; M.A.T.	Minor; Emphasis: 1) Literature; 2) Creative Writing; 3) Professional ; 4) Teaching;	CLASS	Moscow	Regional	traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	English, Rhetoric and Composition	23.0401	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Creative Writing	23.0501		minor only	Humanities	Lewiston	Regional	classroom
LCSC	English: Creative Writing	23.0501	BA	emphasis	Humanities	Lewiston	Regional	classroom
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS	Moscow	Regional	traditional
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Liberal Arts	24.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional, Online
LCSC	Liberal Arts	24.0101	AA	Humanities/Natural Science & Math/Social Sciences	HUM/NS/SS	Lewiston	Regional	classroom/online
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Technology	24.0101	BAT		Technology	University Place	Regional	Face-to-Face
BSU	Multidisciplinary Studies	24.0102	BA		Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		Regional
LCSC	Applied Technology	24.0102	BAS		BTS	Lewiston	Regional	classroom
LCSC	General Studies: Business	24.0102	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Education and Kinesiology	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Social Sciences	LEW/CDA	Regional	classroom
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Moscow	Regional	hybrid
NIC	Humanities	24.0103	A.S.	N/A	Humanities	Coeur d'Alene	Region	Traditional, Hybrid
NIC	Humanities	24.0103	A.S.	N/A	Humanities	Coeur d'Alene	Region	Traditional, Hybrid
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Biology	26.0101	B.S.	Emphases: Botany, Ecology, Environmental Biology, Human Biology, Microbiology, Molecular and Cell Biology, Zoology, Secondary Education.	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101		Minor	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Biology - Health Care	26.0101	AS		Biology		Regional	Traditional with some portion avail online
CSI	Biology-Natural Resources	26.0101	AS		Biology		Regional	Traditional with some portion avail online
CWI	Biology	26.0101	AS	Health Care Emphasis	Math & Science	Nampa Southwest	Regional	Traditional
CWI	Biology	26.0101	AS	Natural Resources Emphasis	Math & Science	Nampa Southwest	Regional	Traditional
LCSC	Biology	26.0101	BA, BS	minor	Natural Sciences and Math	Lewiston	Regional	classroom/online
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS, MNS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.	Minor	COS	Moscow	Regional	Traditional
UI	Reproductive Biology	26.0101	Certificate		COS	Moscow	Regional	Traditional
UI	Biochemistry	26.0202	B.S.Biochem.	Minor	COS	Moscow	Regional	Traditional
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	M.S.; Ph.D.		COS	Moscow	Regional	Traditional
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS	Moscow	Regional	Traditional
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS	Moscow	Regional	Traditional
ISU	Biochemistry	26.0210	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Microbiology	26.0502	B.S.Microbiol.	Minor	COS	Moscow	Regional	Traditional
UI	Entomology	26.0702	M.S.; Ph.D.	Minor	CALS	Moscow	Regional	traditional/video link
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		COS	Moscow	Regional	Traditional
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Natural Resources Ecology Option; Conservation Biology Options	CNR	Moscow	Statewide	Traditional
UI	Restoration Ecology	26.1307	Graduate Certificate		CNR	Moscow, Boise	Regional	Online
UI	Neuroscience	26.1501	M.S.; Ph.D.		COS	Moscow	Regional	Traditional
LCSC	Natural Science	26.999		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
BSU	Mathematics	27.0101	B.S.	Secondary Education emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Mathematics	27.0101	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Mathematics	27.0101	BA, BS	minor	Natural Sciences and Math	Lewiston	Regional	classroom
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
UI	Mathematics	27.0101	B.S.; M.A.T.;M.S.; Ph.D.	Options: General; Applied- Actuarial Science and Finance; Applied-Computation; Applied- Operations Research; Applied- Scientific Modeling; Applied- Statistics; Minor in mathematics; Mathematical Biology	COS	Moscow	Regional	Traditional; Online: M.A.T.
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301		Minor	Arts & Sciences/Mathematics	Boise	Regional	Traditional
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Process & Performance Excellence	27.0501	Certificate		COS	Moscow	Regional	online
UI	Statistical Science	27.0501	M.S.		COS	Moscow	Regional	Traditional Engineering Outreach Hybrid; On-line
UI	Statistics	27.0501	Graduate Certificate	Minor	COS	Moscow	Regional	Traditional Engineering Outreach Hybrid
UI	Aerospace Studies	28.0101		Minor	CLASS	Moscow	Regional	traditional
UI	Naval Science	28.0401		Minor	CLASS	Moscow	Regional	traditional
UI	Military Science	28.0503		Minor	CLASS	Moscow	Regional	traditional
BSU	Military Science	29.0101		Minor	Soc Sci & Public Affairs/ Military Science	Boise	Regional	Traditional
CSI	STEM	30	AS		Education	CSI Campus	Regional	Traditional with some portion avail online
ISU	General Interdisciplinary	30.0000	MNS, MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.0000	MS	N/A	Graduate School	University Place	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Environ Science & Management	30.0601	MS	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	30.0601	MS	N/A	Graduate School	University Place	Regional	Hybrid
BSU	Gerontological Studies	30.1101	Graduate Certificate		Education/ Counselor Education; Health Sciences/ Community and Envir. Health; Health Sciences/ Social Work	Boise	Regional	Traditional
BSU	Gerontology	30.1101		Minor	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
LCSC	Behavioral Science	30.1701	AA	minor	Social Sciences	Lewiston	Regional	classroom/online
ISU	International Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Diversity and Stratification	30.2301	Certificate		CLASS	Moscow	Regional	hybrid
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
CSI	Bachelor of University Studies	30.9999	BUS			CSI Campus		
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	LEW/CDA	Regional	classroom/online
ISU	Bachelor of University Studies	30.9999	BA,BS	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Bachelor of University Studies	30.9999	BA,BS	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	Bachelor of University Studies	30.9999	BA,BS	N/A		CSI Campus	Regional	Hybrid
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.	Minor	CLASS	Moscow/CDA	Regional	traditional
UI	Outdoor Recreation Leadership	31.0300		Minor	CNR	Moscow	Regional	Traditional, Face-to-Face
UI	Sustainable Tourism and Leisure Enterprises	31.0300		Minor	CNR	Moscow	Regional	Traditional, Face-to-Face
UI	Movement and Leisure Sciences	31.0301	M.S.		ED	Moscow	Regional	Face-to-Face
UI	Recreation	31.0301	B.S.Rec.		ED	Moscow	Regional	Face-to-Face
BSU	Athletic Leadership, Master of	31.0504	M.A.		Health Science/Kinesiology	Boise	Regional	Traditional
LCSC	Sport Administration	31.0504	BA, BS		Business/ Education and Kinesiology	Lewiston	Regional	classroom/online
UI	Sport Science	31.0504		Minor	ED	Moscow	Regional	Face to Face
BSU	Kinesiology	31.0505	B.S.	Emphases: Biomechanics, Exercise Science, Pre-Allied Health	Health Sciences/ Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	M.K., M.S.	Emphases: Behavioral Studies, Biophysical Studies, Socio-historical Studies	Health Sciences/ Kinesiology	Boise	Regional	Traditional
LCSC	Exercise Science	31.0505	BA, BS		Education and Kinesiology/ Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	minor/ Emphasis: Exercise Science/Sports Medicine	Education and Kinesiology	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Emphasis: Health Promotional/Personal Training/Wellness Coaching	Education and Kinesiology	Lewiston	Regional	classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Kinesiology	31.0505	BA, BS	Emphasis: Sport Administration/Coaching	Education and Kinesiology	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Emphasis: Youth Sports/Recreation	Education and Kinesiology	Lewiston	Regional	classroom
UI	Exercise Science and Health	31.0505	B.S.E.S.H.		ED	Moscow	Regional	Face-to-Face
CSI	Physical Education - Sport Management	31.0601	AA		Physical Education		Regional	Traditional with some portion avail online
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Region	
BSU	Sustainability	33.3301		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
UI	Writing	36.0118		Minor	CLASS	Moscow	Regional	traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101		Minor	Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.S.	N/A	Philosophy	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Bioethics	38.0101		Minor	CLASS	Moscow	Regional	traditional
UI	Philosophy	38.0101	B.A.; B.S.; M.A.	Minor	CLASS	Moscow	Regional	hybrid
UI	Global Justice	38.0104	Certificate		CLASS	Moscow	Regional	hybrid/study abroad
UI	Professional Ethics	38.0104	Certificate		CLASS	Moscow	Regional	hybrid
UI	Religious Studies	38.0201		Minor	CLASS	Moscow	Regional	traditional
LCSC	Physical Science	40.0101		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
BSU	Chemistry	40.0401		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	B.S.	Emphases: ACS certified Biochemistry, Biochemistry, Forensics, ACS Certified Professional, Secondary Education	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Chemistry	40.0501	BA, BS	Geochemistry Emphasis / minor	Natural Sciences and Math	Lewiston	Regional	classroom
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MNS, MS		Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Minor; Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics;	COS	Moscow	Regional	Lecture/lab
BSU	Earth Sciences	40.0601	M.E.Sci.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geology	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	B.S.	Emphases: Geology, Hydrology, Geophysics, Secondary Education	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Geology	40.0601	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
LCSC	Earth Science	40.0601	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	Geology/ Earth Science	40.0601		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MNS, MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geosciences	40.0601	Ph D		Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Geological Sciences	40.0601	B.S.	Options: 1) General Geology; 2) Hydrogeology; 3)Resource Exploration; 4) Environmental Geology; 5)Geological Education; 6) Structural Gology & Tectonics	COS	Moscow	Regional	Traditional
UI	Geology	40.0601	M.S; Ph.D.	Minor	COS	Moscow	Regional	Traditional
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Applied Geophysics	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Hydrology	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts & Science/ Geosciences Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	40.0699	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geographic Information Systems (GIS)	40.0699	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	40.0699	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	40.0699	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Physics	40.0801	B.S.	Emphases: Applied Physics; Biophysics; Secondary Education	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Health Physics	40.0801	AS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	AS,BA, BS, MS,MNS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0801	MNS, MS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0801	AS	Emphasis	Science and Engineering	University Place	Regional	Face-to-Face
ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics: Health Physics Emphasis	40.0801	MS Emph.	N/A	Science and Engineering	University Place	Statewide	Hybrid
NIC	Physics	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Minor; Emphasis: 1)General Physics; 2) Applied Physics	COS	Moscow	Regional	Live lecture/live video
EITC	Radiation Safety Technologies	41.0299	RDS.TC	discontinued	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Psychology	42.0101	B.S.		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
BSU	Psychology	42.0101		Minor	Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
CWI	Psychology	42.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Political Psychology	42.0101		minor only	Social Sciences	Lewiston	Regional	classroom
LCSC	Psychology	42.0101	BA, BS	minor	Social Sciences	Lewiston	Regional	classroom
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Psychology	42.0101	A.A.	N/A	Psychology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Addictions	42.0101		Minor	CLASS	Moscow/CDA	Regional	Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.	Minor	CLASS	Moscow	Regional	hybrid; On-line: M.S.
ISU	Experimental Psychology	42.2704	Ph D		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Experimental Psychology	42.2704	Ph.D.		CLASS	Moscow	Regional	traditional, hybrid
ISU	Clinical Psychology	42.2801	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	School Psychology	42.2805	Ed S	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Soc Sci & Public Affairs/ Criminal Justice	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	A.S.		Soc Sci & Public Affairs/ Criminal Justice	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Soc Sci & Public Affairs/ Criminal Justice	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Criminal Justice	43.0103	M.A.		Soc Sci & Public Affairs/ Criminal Justice	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CWI	Criminal Justice	43.0104	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional/Online
LCSC	Justice Studies	43.0104	BA, BS	minor	Social Sciences	LEW/CDA	Regional	classroom
ISU	Criminal Justice	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Criminal Justice	43.0104	A.S.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Criminal Justice	43.0104	A.A.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Justice Studies	43.0104		Minor	CLASS	Moscow	Regional	traditional
LCSC	Forensic Science	43.0106		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
CSI	Law Enforcement	43.0107	AAS, ITC, BTC		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Law Enforcement	43.0107	TC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Administration of Justice	43.0107	A.A.S.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Law Enforcement	43.0107	Post-Secondary	P.O.S.T.	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	Tech. Certificate	N/A	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Victim Services	43.0199	Graduate Certificate		Soc Sci & Public Affairs/ Criminal Justice	Boise	Regional	Traditional
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
CWI	Fire Service Tech	43.0203	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Wildland Fire Management	43.0203	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
LCSC	Fire Service Technology	43.0203	AAS		BTS	Lewiston	Regional	classroom
LCSC	Fire Service Technology	43.0203	BAS		BTS	Lewiston	Regional	classroom
ISU	Fire Service Administration (Fully Online)	43.0203	AS	N/A	Technology	ISU Campus	Regional	Online
ISU	Fire Service Administration (Fully Online)	43.0203	BS	N/A	Technology	ISU Campus	Regional	Online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Emergency Planning and Management	43.0302	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach, compressed video
ISU	Emergency Management	43.9999	AS, BS	N/A	Technology	ISU Campus	Regional	Online
ISU	Emergency Management	43.9999	AS,BS	Minor	Technology	ISU Campus	Regional	
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration, Environmental & Natural Resource Policy & Admin., State and Local Govt. Policy & Admin.	Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Public Policy and Administration	44.0401	Ph.D.		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
UI	Public Administration	44.0401	M.P.A.		CLASS	Moscow	Regional	traditional
UI	Public Administration and Policy	44.0401		Minor	CLASS	Moscow	Regional	traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ School of Social Work	Boise	Regional	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ School of Social Work	Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ School of Social Work	Boise	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ School of Social Work	Lewiston, Coeur d'Alene	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ School of Social Work	Twin Falls	Statewide	Traditional
LCSC	Social Work	44.0701	BA, BS		Social Sciences	LEW/CDA	Regional	classroom
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Social Work	44.0701	A.S.	N/A	Sociology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	Refugee Services	44.0799	Graduate Certificate		Health Science/ School of Social Work	Boise	Regional	Traditional
BSU	Refugee Services	44.0799	Certificate, Undergraduate		Health Science/ School of Social Work	Boise	Regional	Traditional
BSU	Refugee Studies	44.0799		Minor	Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	Social Science	45.0101	A.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Social Work	45.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Global Studies	45.0101		minor only	Social Sciences	Lewiston	Regional	classroom
LCSC	Social Sciences	45.0101	BA, BS	Anthropology, History, Political Science, Sociology, minor	Social Sciences	Lewiston	Regional	classroom
BSU	Anthropology	45.0201	B.A.		Soc Sci & Public Affairs/Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201			Soc Sci & Public Affairs/Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Soc Sci & Public Affairs/Anthropology	Boise	Regional	Traditional
BSU	Anthropology, Applied	45.0201	M.A.A.		Soc Sci & Public Affairs/Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Anthropology	45.0201	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Anthropology	45.0201	A.S.	N/A	Anthropology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.	Minor	CLASS	Moscow	Regional	traditional
UI	Archaeological Technician	45.0301	Certificate		CLASS	Moscow	Regional	traditional
BSU	Economics	45.0601	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BA, BS	Economics minor, options	Business	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
BSU	Economics, Quantitative Emphasis	45.0603	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Geography	45.0701	AA		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Geography	45.0701	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional, Online
LCSC	Geographic Information Science	45.0701		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
UI	Climate Change	45.0701		Minor	COS	Moscow	Statewide	In person
UI	Geographic Information Systems	45.0701	Certificate		COS	Moscow, CdA, Boise	Regional	In-person, CV, web
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS	Moscow	Regional	In-person
LCSC	Engineering Technology GIS	45.0702	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology GIS	45.0702	BAS		TI	Lewiston	Regional	classroom
UI	Comparative/International Politics	45.0901		Minor	CLASS	Moscow	Regional	traditional
UI	International Political Economy	45.0901		Minor	CLASS	Moscow	Regional	Face to face
UI	International Studies	45.0901	B.A.	Minor	CLASS	Moscow	Regional	hybrid/study abroad
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy, International Relations and Comparative Politics Emphasis, Public Law and Political Philosophy	Soc Sci & Public Affairs/ Political Science	Boise	Regional	Traditional
BSU	Political Science	45.1001	M.A.		Soc Sci & Public Affairs/ Political Science	Boise	Regional	Traditional
BSU	Political Science	45.1001		Minor	Soc Sci & Public Affairs/ Political Science	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Political Science	45.1001	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional, Online
LCSC	Political Science	45.1001		minor only	Social Sciences	Lewiston	Regional	classroom
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Political Science	45.1001	A.S.	N/A	Political Science	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Political Science	45.1001	A.A.	N/A	Political Science	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.	Minor	CLASS	Moscow	Regional	traditional
UI	American Government/Public Law	45.1002		Minor	CLASS	Moscow	Regional	traditional
BSU	Sociology	45.1101	B.S.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101		Minor	Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Sociology	45.1101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Sociology	45.1101		minor only	Social Sciences	Lewiston	Regional	classroom
ISU	Political Science- Public Administration	45.1101	MPA	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Sociology	45.1101	A.S.	N/A	Sociology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Minor; Emphasis: 1) Criminology; 2) Inequalities & Globalization; 3) General;	CLASS	Moscow	Regional	hybrid
NIC	Carpentry	46.0201	Tech. Certificate	N/A	Carpentry	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Carpentry Management Tech	46.0201	A.A.S.	N/A	Carpentry	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
LCSC	Electrical Apprenticeship	46.0302	AAS		TI/WFT	Lewiston	Regional	classroom
LCSC	Electrical Apprenticeship	46.0302	BAS		TI/WFT	Lewiston	Regional	classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Electrical Apprenticeship	46.0302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Plumbing Apprenticeship	46.0503	AAS		TI/WFT	Lewiston	Regional	classroom
LCSC	Plumbing Apprenticeship	46.0503	BAS		TI/WFT	Lewiston	Regional	classroom
ISU	Plumbing Apprenticeship	46.0503	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Apprenticeship	47.0000	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
ISU	Computer/Business Equipment Technology	47.0102	AAS,ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Industrial Electronics	47.0105	AAS, ATC, ITC		TI	Lewiston	Regional	classroom
LCSC	Industrial Electronics	47.0105	BAS		TI	Lewiston	Regional	classroom
LCSC	Industrial Electronics: Electronics Engineering Technology	47.0105	AAS	Emphasis	TI	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	AAS, BTC, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Heating Air Conditioning & Appliance Tech	47.0201	AAS, ATC, ITC		TI	Lewiston	Regional	classroom
LCSC	Heating Air Conditioning & Appliance Tech	47.0201	BAS		TI	Lewiston	Regional	classroom
NIC	Heating, Ventilation, Air Conditioning	47.0201	Tech. Certificate	N/A	Heating, Ventilation, Air Cond.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Industrial Mechanic/Millwright	47.0303	Tech. Certificate	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Heavy Equipment Technician	47.0399	AAS, ATC, ITC, BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CSI	Auto Body Technology	47.0603	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Auto Body	47.0603	AAS, ATC, ITC, BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
LCSC	Collision Repair	47.0603	AAS, ATC, ITC		TI	Lewiston	Regional	classroom
LCSC	Collision Repair	47.0603	BAS		TI	Lewiston	Regional	classroom
ISU	Auto Collision Repair and Refinishing	47.0603	ITC,ATC,BAT	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Collision Repair Tech	47.0603	Tech. Certificate	N/A	Auto Collision Repair	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Automotive Service Educational Program	47.0604	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Automotive Technology	47.0604	AAS, ATC, ITC, BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CWI	Maintenance and Light Repair	47.0604	BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
LCSC	Auto Mechanics Technology	47.0604	AAS, ATC, ITC		TI	Lewiston	Regional	classroom
LCSC	Auto Mechanics Technology	47.0604	BAS		TI	Lewiston	Regional	classroom
ISU	Automotive Technology	47.0604	ITC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Automotive Technology	47.0604	Post-Secondary	Basic	Automotive Tech.	Coeur d'Alene	Region	Has not been offered in the past Not in catalog

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Automotive Technology	47.0604	Tech. Certificate	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Diesel Technology	47.0605	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Heavy Duty Truck Technician	47.0605	AAS, ATC, ITC, BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CWI	Western States CAT Technician	47.0605	AAS, ATC	NA	Transportation	Boise Southwest	Regional	Traditional
EITC	Diesel Engine Specialist	47.0605	DTS.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Fuel Injection Specialist	47.0605	DTF.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Brake Specialist	47.0605	DTB.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Dr Train Specialist	47.0605	DTD.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Electrical System	47.0605	DTE.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Technology	47.0605	DT.AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Technology	47.0605	DT.ATC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Diesel Technology	47.0605	AAS, ATC, ITC		TI	Lewiston	Regional	classroom
LCSC	Diesel Technology	47.0605	BAS		TI	Lewiston	Regional	classroom
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Diesel Technology	47.0605	Post Secondary	N/A	Diesel Technology	Coeur d'Alene	Region	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	Tech. Certificate	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Electrical Systems	47.0605	Post-Secondary	Basic	Diesel Technology	Coeur d'Alene	Region	Classes not offered but still left active by request. See Diesel Technology Post Secondary
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS, ATC, ITC, BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
ISU	Airframe	47.0607	ITC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Aircraft Maintenance Technology	47.0608	ITC,ATC,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Outdoor Power/Recreational Vehicle	47.0611	Tech. Certificate	N/A	Outdoor Power/Recreational	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CWI	Machine Tool Technology	48.0501	AAS, ATC, ITC, BTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
NIC	Machine & CNC Technology	48.0501	Tech. Certificate	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine Technology	48.0501	Post-Secondary	N/A	Machining	Coeur d'Alene	Region	Not Offered
CSI	Welding Technology	48.0508	AAS, ITC, BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS, ATC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CWI	Mechanical Welding Technology	48.0508	ATC, ITC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Welding & Metals Fabrication	48.0508	AAS, ATC, BTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
LCSC	Welding Technology	48.0508	AAS, ATC, ITC		TI	Lewiston	Regional	classroom
LCSC	Welding Technology	48.0508	BAS		TI	Lewiston	Regional	classroom
ISU	Welding	48.0508	ITC, ATC,AAS,BAT	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Welding Technology	48.0508	Post-Secondary	N/A	Welding	Coeur d'Alene	Region	Not Offered
NIC	Welding Technology	48.0508	Tech. Certificate	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	Adv. Tech. Cert.	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	A.A.S.	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
ISU	Machining Technology	48.0510	BTC,ITC,ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Cabinetmaking/Woodworking	48.0703	AAS, ITC, BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Professional Truck Driving Training	49.0205	BTC	NA	Transportation	Nampa Southwest	Regional	Traditional
EITC	Professional Truck Driver Training	49.0205	PTD.PSTC	N/A	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
UI	Asian Studies	50.0103		Minor	CLASS	Moscow	Regional	Traditional
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dance	50.0301	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Dance	50.0301	B.S.Dan.	Minor	ED	Moscow	Regional	Face-to-Face
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
LCSC	Art	50.0402		minor only	Humanities	Lewiston	Regional	classroom
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Art	50.0402	A.S.	Fine Arts	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Art	50.0402	A.A.	Graphic Design	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Art	50.0402	A.S.	Graphic Design	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
UI	Interior Design	50.0408	B.I.D.	Minor	CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
NIC	Graphic Design	50.0409	Academic Cert.	N/A	Graphic Design	Post Falls	Region	Traditional Web Enhanced On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Graphic Design	50.0409	A.A.S.	N/A	Graphic Design	Post Falls	Region	Traditional Web Enhanced On-line Hybrid
BSU	Dance	50.0501		Minor	Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501	B.A.	Options: Dance, Design, Directing, Dramatic Writing, Performance, and Stage Management	Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501		Minor	Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Theatre	50.0501		minor only	Humanities	Lewiston	Regional	classroom
ISU	Theatre	50.0501	BA,BS	Acting, Acting & Directing, Costume, Technical Theatre, Technical Theatre & Costume, Theatre, Theatre History & Dramatic Literature minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA	Acting, Acting & Directing, Costume, Technical Theatre, Technical Theatre & Costume, Theatre, Theatre History & Dramatic Literature minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Theatre	50.0501	A.S.	N/A	Theatre	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Technical Theatre	50.0501		Minor	CLASS	Moscow	Regional	traditional
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.	Minor	CLASS	Moscow	Regional	traditional
UI	Musical Theatre	50.0509	B.F.A.		CLASS	Moscow	Regional	traditional
ISU	Theatre/Film/Video	50.0601	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Cinema and Digital Media Studies	50.0602	Certificate, Undergraduate		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
NIC	Photography	50.0605	A.S.	N/A	Photography	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Art	50.0701	B.F.A.	Emphases: Art Metals, Ceramics, Drawing and Painting, Interdisciplinary Art Studio, Photography, Printmaking, Sculpture	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Art	50.0701		Minor	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Arts	50.0701	MFA		Arts & Sciences/ Art	Boise	Regional	Traditional
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.; M.F.A; M.A.T.	Minor	CAA	Moscow	Regional	Face to Face (Traditional); Online: M.A.T.
UI	Studio Art and Design	50.0702	B.F.A.		CAA	Moscow	Regional	Face to Face (Traditional)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703		Minor	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/Music	Boise	Regional	Traditional
BSU	Music	50.0901		Minor	Arts & Sciences/Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Music	50.0901		minor only	Humanities	Lewiston	Regional	classroom
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	MED		Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Music	50.0901	A.S.	N/A	Music	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	M.A.; M.Mus.	Minor	CLASS	Moscow	Regional	traditional
UI	Music: History and Literature	50.0902	B.A.; B.S.		CLASS	Moscow	Regional	traditional
BSU	Music, Performance	50.0903	BM	Options: Bowed Strings , Piano, Voice, Wind/Brass/Percussion	Arts & Sciences/Music	Boise	Regional	Traditional
BSU	Music, Performance	50.0903	MM		Arts & Sciences/Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Music Performance	50.0903	BM		Arts and Letters	ISU Campus	Regional	Hybrid
UI	Music: Applied Music	50.0903	B.A.; B.S.		CLASS	Moscow	Regional	traditional
UI	Music: Instrumental Performance	50.0903	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Composition	50.0904	BM		Arts & Sciences/Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music: Theory	50.0904	B.A.; B.S.		CLASS	Moscow	Regional	traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Music: Vocal Performance	50.0908	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Business	50.1003	B.A.		Arts & Sciences/Music	Boise	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.		CLASS	Moscow	Regional	traditional
ISU	Health Science	51.0000	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
NIC	Business Leadership	51.0101	Post-Secondary	Supervision	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
CSI	Dental Assistant	51.0601	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Dental Assisting	51.0601	AAS, ITC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dental Hygiene	51.0602	BS	N/A	Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS	N/A	Division of Health Sciences		Statewide	Online
ISU	Health Care Administration	51.0701	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Health Information Technology	51.0707	BTC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Medical Transcription	51.0708	ITC		BTS	Lewiston	Regional	classroom
NIC	Medical Office Transcriptionist Pre-Health Information Technology	51.0708	Tech. Certificate	Pre-Health Info	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Transcriptionist	51.0708	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CWI	Medical Administrative Support	51.0710	AAS, ITC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Administrative Medical Assistant	51.0710	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS		BTS	Lewiston	Regional	classroom
LCSC	Medical Receptionist	51.0712	ITC		BTS	Lewiston	Regional	classroom
LCSC	Medical Biller/Coder	51.0713	ITC		BTS	Lewiston	Regional	classroom
CSI	Medical Assistant	51.0801	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Medical Assistant	51.0801	AAS	NA	Health & Human Services	Boise/Nampa Southwest	Regional	Traditional
LCSC	Medical Assistant	51.0801	AAS		BTS	Lewiston	Regional	classroom
LCSC	Medical Assistant	51.0801	BAS		BTS	Lewiston	Regional	classroom
ISU	Medical Assisting	51.0801	AAS,BAT	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Medical Assistant	51.0801	Intermediate Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Medical Assistant	51.0801	A.A.S.	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
NIC	Pharmacy Technology	51.0805	Intermediate Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced On-line
ISU	Physical Therapist Assistant	51.0806	AAS,BAT	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Statewide	Traditional Interactive Video
CSI	Veterinary Technology/Assistant	51.0808	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Physical Therapy Assistant	51.0809	AAS	NA	Health & Human Services	Boise Southwest	Regional	Traditional
CSI	Emergency Medical Technician	51.0904	ITC, BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Paramedics	51.0904	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Paramedic	51.0904	AAS		BTS	Lewiston	Regional	classroom
LCSC	Paramedic	51.0904	BAS		BTS	Lewiston	Regional	classroom
ISU	Paramedic	51.0904	AS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
NIC	Emergency Medical Services	51.0904	Intermediate Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional
BSU	Radiologic Science	51.0907	B.S.	Emphasis: Computed Tomography, Diagnostic Medical Sonography, Diagnostic Radiology, General Studies, Magnetic Resonance Imaging	Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
CSI	Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Technology	51.0909	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Surgical Technology	51.0909	AAS, ITC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
LCSC	Medical Diagnostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Nursing and Health Sciences	LEW/CDA	Regional	Online
LCSC	Medical Diagnostic Imaging	51.0910	BA, BS	MRI/CT basic, advanced	Nursing and Health Sciences	LEW/CDA	Regional	Online
LCSC	Radiographic Science	51.0911	AS		Nursing and Health Sciences	Lewiston	Regional	classroom
NIC	Radiography	51.0911	A.A.S.	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	College of ID Campus-Caldwell	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	B.S.		Health Science/Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T; D.A.T		ED	Moscow	Regional	Face-to-Face
ISU	Radiographic Science	51.0970	AAS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Radiographic Science	51.0970	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Technology	51.1005	B.S.		CALS	Moscow	Regional	Traditional
BSU	Pre-Dental Studies	51.1101	B.S.	Options: Biology, Chemistry	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
BSU	Pre-Medical Studies	51.1102	B.S.	Options: Biology, Chemistry	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Pre-Pharmacy	51.1103	AS	NA	Business & Economics	Nampa Southwest	Regional	Traditional
BSU	Pre-Veterinary Studies	51.1104	B.S.		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Hybrid
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI	Moscow	Statewide	Traditional
BSU	Addiction Studies	51.1501		Minor	Health Sciences/ Community and Environmental Health/ Counselor Education	Boise	Regional	Traditional
BSU	Addiction Studies	51.1501	Graduate Certificate		Education/ Counselor Education; Health Sciences/ Community and Environmental Health	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Addiction Studies	51.1502		minor only	Social Sciences	Lewiston	Regional	classroom/online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marriage and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Nursing, Practical	51.1613	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Division of Health Sciences	Statewide	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
BSU	Environmental and Occupational Health	51.2202	B.S.		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Health Education	51.2207	BA, BS	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Health Education	51.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Education	ISU Campus	Statewide	Online
ISU	Health Education	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Division of Health Sciences	CSI Campus	Statewide	Online
BSU	Health Education and Promotion	51.2299	B.S.		Health Sciences/ Kinesiology	Boise	Regional	Traditional
BSU	Health Science	51.2299	M.H.S.	Emphases: Environmental Health, Evaluation and Research, Health Policy, Health Promotion, Health Services Leadership	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AS		Health Science & Human Services	CSI Campus		Traditional with some portion avail online
ISU	Physical Therapy	51.2308	DPT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Hybrid
UI	Rehabilitation Counseling Category R Certificate	51.2310	Certificate		ED	Boise	Regional	Hybrid; combination
ISU	Health Care Informatics	51.2706	BBA		Business	ISU Campus	Regional	Face-to-Face
ISU	Dietetics	51.3101	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Massage Therapy	51.3501	ITC,AAS.BAT	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. completion		Health Sciences/Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/Nursing	Boise	Regional	On-line
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	
CSI	Nursing (BSRN Completion)	51.3801	BS				Regional	
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Nursing - Registered	51.3801	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
EITC	Registered Nursing	51.3801	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Nursing, Basic BSN	51.3801	BSN		Nursing and Health Sciences	LEW/CDA	Regional	classroom
LCSC	Nursing, LPN to BSN	51.3801	BSN		Nursing and Health Sciences	Lewiston	Regional	classroom
LCSC	Nursing, RN to BSN	51.3801	BSN		Nursing and Health Sciences	LEW/CDA	Regional	online
ISU	Nursing Science	51.3801	Ph.D.	N/A	Division of Health Sciences	Statewide	Statewide	Online
ISU	Registered Nursing	51.3801	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	Doctor of Nursing Practice (DNP)	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	DNP (Post Master's)	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	University Place	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Technology	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
NIC	Nursing (RN)	51.3801	A.S.	Registered	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Master of Nursing, Adult-Gerontology Nurse Practitioner	51.3818	M.N., Graduate Certificate	Acute Care Option, Primary Care Option	Health Sciences/ Nursing	Boise	Regional	Traditional
ISU	Nursing Practice	51.3818	DNP	Psychiatric Mental Health Nurse Practitioner				Online
EITC	Practical Nursing	51.3901	PN.ATC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Nursing (PN)	51.3901	Intermediate Tech. Certificate	Practical	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced Interactive Video

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Health Science Studies	51.9999	B.S.	Emphases: General Health, Gerontology, Health Informatics and Information Management, Health Policy and Leadership, Prevention and Addiction Studies, Public Health, Science	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
CSI	Health Promotion	51.9999	AA		Physical Education	CSI Campus	Regional	Traditional with some portion avail online
BSU	General Business	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	General Business	52.0101	B.B.A.		Business & Economics/ Management	Twin Falls	Regional	Traditional
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
NIC	Business Leadership	52.0101	Post-Secondary	General Business	Business Administration	Plummer	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Leadership	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Foundation	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Quality	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Management	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	HR Management	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Med/Health Care	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	52.0101	A.A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	Business	52.0201		Minor	Business & Economics	Boise	Regional	Traditional
BSU	Business Administration	52.0201	M.B.A.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
CSI	General Business	52.0201	BBA, BA, BS		Business & Economics	BSU Campus		
CWI	Business - General	52.0201	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional, Hybrid, Online
LCSC	Business Administration	52.0201	AS		Business	LEW/CDA	Regional	classroom/online
LCSC	Business Administration	52.0201	BA, BS	minor/ Accounting Emphasis	Business	LEW/CDA	Regional	classroom/online
ISU	Bus. Admin. (Health Care Admin. Emph.)	52.0201	MBA Emph.	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (CIS Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Operations Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
NIC	Business Administration	52.0201	A.A.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Business	52.0201		Minor	CBE	Moscow	Regional	Online
UI	Entrepreneurship	52.0201	Certificate		CBE	Moscow	Regional	Face to face
UI	General Management	52.0201	M.B.A.		CBE	Coeur d'Alene	Regional	Face to face
UI	Operations Management	52.0201	B.S.Bus.		CBE	Moscow	Regional	Face to face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
LCSC	Supervision	52.0205	ITC		BTS	Lewiston	Regional	classroom
BSU	Non-Profit Management	52.0206		Minor	Business and Economics/ Management	Boise	Regional	Traditional
CWI	Transportation Management	52.0209	AS	NA	Transportation	Boise/Nampa Southwest	Regional	Traditional
LCSC	Leadership	52.0213		minor only	Business	LEW/CDA	Regional	classroom/online
UI	Leadership	52.0213	Certificate		ALL	Moscow		Traditional
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Internal Audit Option	Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301		Minor	Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Internal Auditing	52.0301		Minor	Business & Economics/ Accountancy	Boise	Regional	Traditional
CSI	Accountancy	52.0301	BBA, BA, BS		Business & Economics	BSU Campus		
CSI	Accounting/Bookkeeping	52.0301	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
EITC	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Applied Accounting Clerk Technical Certificate	52.0301	AAC.TC	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Accountancy	52.0301	MACC		Business	ISU Campus	Regional	Face-to-Face
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
UI	Accountancy	52.0301	M.Acct.		CBE	Moscow	Regional	Face to face
UI	Accounting	52.0301	B.S.Bus.	Minor	CBE	Moscow	Regional	Face to face
CWI	Applied Accounting	52.0302	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Accounting Assistant	52.0302	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Accounting Assistant	52.0302	BAS		BTS	Lewiston	Regional	classroom
ISU	Accounting Technology	52.0302	ITC,AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Accounting Assistant	52.0302	Tech. Certificate	Bookkeeping	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	Adv. Tech. Cert.	Bookkeeping	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	A.A.S.	N/A	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Accountancy & Finance	52.0304	BA, BS, BBA		Business & Economics	BSU Campus		
CSI	Administrative Assistant Program	52.0401	AAS, ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Business Management/Entrepren	52.0401	AAS, ITC		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CSI	Business, General	52.0401	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CWI	Administrative Support Technology	52.0401	AAS, ATC, ITC, BTC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Administrative Assistant	52.0401	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Administrative Assistant	52.0401	BAS		BTS (Business Technology & Service)	Lewiston	Regional	classroom
ISU	Business Technology - Small Business Technology, Administrative Technology, Business Information Technology	52.0401	BTC,ITC,ATC,AAS,BAT	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Administrative Assistant	52.0402	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Legal Administrative Assistant	52.0403	Adv. Tech. Cert.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Legal Administrative Assistant	52.0403	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Electronic Med. Records IT Support	52.0404	Post-Secondary	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Internet
NIC	Electronic Medical Records	52.0404	Post-Secondary	Health Care	Computer App/Office Tech	Coeur d'Alene	Region	Internet Self-paced
NIC	Medical Administrative Assistant	52.0404	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Billing Specialist	52.0404	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, 'Self-Paced
NIC	Medical Receptionist	52.0404	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Business Technology	52.0407	BTC,ITC,AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		BTS	Lewiston	Regional	classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	52.0408	Post-Secondary	Comptr Apps	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Office Technology	52.0408	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Applications	52.0499	Post-Secondary	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	Tech. Certificate	N/A	Business Administration	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General; 2) Financial Economics	CBE	Moscow	Regional	Face to face
LCSC	Entrepreneurship	52.0701	AS		Business	Lewiston	Regional	classroom/online
BSU	Finance	52.0801	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Finance	52.0801		Minor	Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.		CBE	Moscow	Regional	Face to face
LCSC	Hospitality Management	52.0901	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Hospitality Management	52.0901	BAS		BTS	Lewiston	Regional	classroom
LCSC	Hospitality Management	52.0901	BA, BS		Business	LEW/CDA	Regional	classroom/online
NIC	Hospitality Management	52.0901	AAS, ATC, TC	N/A		Coeur d'Alene	Region	
CSI	Hospitality Management	52.0904	AAS, ITC		Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Rooms Division Management	52.0904	ITC		BTS	Lewiston	Regional	classroom
LCSC	Food & Beverage Management	52.0905	ITC		BTS	Lewiston	Regional	classroom
NIC	Outdoor Leadership	52.0906	Tech. Certificate	N/A	Physical Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Resort/Recreation Management	52.0906	A.A.S.	N/A	Resort/Recreation Management	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Human Resource Development	52.1001	Certificate		ED	Moscow, Boise, Coeur d'Alene	Regional	traditional
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management; 2) Human Resources Management	CBE	Moscow	Regional	Face to face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
CSI	Human Resource Training & Development	52.1005	BS		Technology	CSI Campus		
CSI	Human Resource Training & Development	52.1005	MTD		Technology	CSI Campus		
ISU	Workplace Training Leadership	52.1005	BS	Options	Education	CSI Campus	Regional	Hybrid
ISU	Organizational Learning and Performance	52.1005	MOLP	Options	Education	CSI Campus	Regional	Hybrid
ISU	Organizational Learning and Performance	52.1005	BS,MOLP	Options	Education	ISU Campus	Regional	Hybrid
ISU	Organizational Learning and Performance	52.1005	BS	Options	Education	University Place	Regional	Hybrid
ISU	Organizational Learning and Performance	52.1005	MOLP	Options	Education	University Place	Regional	Hybrid
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	Traditional
BSU	International Business	52.1101	B.B.A.		Business & Economics/ International Business	Boise	Regional	Traditional
BSU	International Business	52.1101		Minor	Business & Economics/ International Business	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE	Moscow	Regional	Face to face
NIC	Computer Information Tech	52.1201	Adv. Tech. Cert.	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Information Systems	52.1201	B.S.Bus.		CBE	Moscow	Regional	Face to face
LCSC	Management	52.1301	BA, BS	Radiography Emphasis	BUS/Nursing and Health Sciences	Lewiston	Regional	classroom/online
LCSC	Management	52.1301	BA, BS		Business	LEW/CDA	Regional	classroom/online
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Marketing	52.1401		Minor	Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
CWI	Marketing Management Technology	52.1401	AAS, ATC, ITC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
EITC	Business Technology	52.1401	BT.TC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Marketing and Management	52.1401	MAM.ATC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Marketing	52.1401		minor only	Business	LEW/CDA	Regional	classroom/online
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
UI	Marketing	52.1401	B.S.Bus.	Minor; Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management	CBE	Moscow	Regional	Face to face
LCSC	Retailing	52.1803	ITC		BTS	Lewiston	Regional	classroom
BSU	Construction Management	52.2001	B.S.		Engineering/ Construction Mgmt	Boise	Regional	Traditional
BSU	Construction Management	52.2001		Minor	Engineering/ Construction Mgmt	Boise	Regional	Traditional
BSU	Leadership Studies	52.9999		Minor	Business & Economics/ Management	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Business Management	52.9999	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Business Management	52.9999	BAS		BTS	Lewiston	Regional	classroom
BSU	Applied Historical Research	54.0101	M.A.H.R.		Soc Sci & Public Affairs/History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.		Soc Sci & Public Affairs/History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Soc Sci & Public Affairs/History	Boise	Regional	Traditional
BSU	History	54.0101		Minor	Soc Sci & Public Affairs/History	Boise	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	History	54.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional, Online
LCSC	History	54.0101		minor only	Social Sciences	Lewiston	Regional	classroom
ISU	History	54.0101	BA		Arts and Letters	ISU Campus	Regional	Hybrid
NIC	History	54.0101	A.S.	N/A	History	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	History	54.0101	A.A.	N/A	History	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Minor	CLASS	Moscow	Regional	traditional
ISU	Historical Resources Management	54.0105	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Family Practice Residency	60.0218	Cert of Completion	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
CSI	Agriculture Science	019999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
ISU	Environmental Science and Management	03.104	MS		Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Communication and Rhetorical Studies	09.0100	MA	Organizational Comm, Rhetorical Studies minors, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Communication and Rhetorical Studies	09.0101	BA, BS	Organizational Comm, Rhetorical Studies minors, emphases	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Mass Communication	09.0102	BA	Mass Communication minor, emphases	Arts and Letters	ISU Campus	Regional	Hybrid
EITC	Web Development Specialist	11.0801	WDS.AAS	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	MS Certified Systems Engineer	11.0901	CSE.PSTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	MS Computer Networking Technologies	11.0901	CNT.AAS	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Physical Education - Outdoor Recreation	13 1314	AA		Physical Education	CSI Campus	Regional	Traditional with some portion avail online
BSU	Early and Special Education	13.1210	B.A.		Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Early and Special Education	13.1210	M.Ed.	1. Dual Special Education - Elementary Education Certification 2. Dual Special Education - Early Childhood Intervention Certification 3. Dual Early Childhood Intervention - Elementary Education Certification	Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Early Childhood Development	13.1210	AAS, ATC, ITC		BTS	Lewiston	Regional	classroom/online
LCSC	Early Childhood Development	13.1210	BAS		BTS	Lewiston	Regional	classroom/online
EITC	Energy Systems Technology	15.0503	ESTEC.TC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Biomolecular Sciences	26.0210	PhD.		Arts and Sciences/Administration	Boise	Regional	Traditional
EITC	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module I Wildland Firefighter	43.0203	WF1.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module II Adv. Wildland Firefighter	43.0203	WF2.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module III Single Resource Boss	43.0203	WF3.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module IV strike Team/Task Force	43.0203	WF4.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Carpenter Apprentice	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Electrical Apprentice	47.0000	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Heating & Air Conditioning Apprentice (Missing from the list)	47.0000	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Instrument Mechanic Apprentice	47.0000	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Lineman Apprentice	47.0000	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Locksmith & Safe Repair Apprentice	47.0000	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Machinist Apprentice	47.0000	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Painter Apprentice	47.0000	APP.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Pipe Fitter Apprentice	47.0000	APF.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Plumbing Apprentice	47.0000	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welder	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Automatic Transmission & Transaxle Specialist	47.0604	ATA.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Brake Specialist	47.0604	ATB.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Electronic Specialist	47.0604	ATL.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Engine Performance Specialist	47.0604	ATE.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Engine Repair Specialist	47.0604	ATR.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Heating & Air Conditioning Specialist	47.0604	ATH.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Power Trains, Suspension & Steering Specialist	47.0604	ATP.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Technology	47.0604	AT.AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/ Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	Automotive Technology	47.0604	AT.ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Technology	47.0604	AT.TC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.TC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Dental Assisting	51.0601	DTL.TC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Medical Assisting	51.0801	MA.AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Office Professional	52.0401	OFP.AAS	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Office Specialist	52.0401	OFS.TC	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Educational Technology		Ed.S.		Education/ Educational Technology	Boise	Regional	Traditional
BSU	Spanish for Business			Minor	Arts & Sciences/ World Languages	Boise		
CSI	IT Development and Security		AAS		Information Technology	CSI Campus	Regional	
LCSC	Engineering Technology GIS		AS			Lewiston	Regional	
LCSC	Environmental Studies			Minor		Lewiston	Regional	
LCSC	Exercise Science		BA/BS			Lewiston	Regional	
ISU	Interprofessional Geriatric		PB Cert		Division of Health Sciences	ISU Campus	Regional	
NIC	Health Care Informatics		AAS, ATC	NA		Coeur d'Alene	Regional	
NIC	Computer Applications and Office Technology		TC	Medical Coding option	Computer App/Office Tech	Coeur d'Alene	Region	

WORK SESSION
AUGUST 12, 2015

SUBJECT

Board Operations and Planning

BACKGROUND/DISCUSSION

The purpose of this work session item is for Board staff to discuss with the Board how and why the Board meetings are structured the way they are and any changes the Board may want to see to better facilitate more in-depth policy discussions.

As part of the discussion, Board members will have an opportunity to discuss/identify:

- Delegating items to their chief executive officers through Board policy.
- How the Board accomplishes its dual role of as the governing and policymaking body for Idaho public education from kindergarten through college, as well as the Board's role as the Board of Regents or Board of Trustees for the state's public four-year institutions and technical college and the accreditation implication that accompany this role.
- How the Board would like informational items presented to them to better inform decision making and discussion and the timing for information prior to required Board action.
- How the Board would like to handle long range planning for the state's public education system beyond the annual review and more in-depth five year updates to the Boards strategic plan, including but not limited to identifying potential large scale or significant changes to the education system.

IMPACT

This work session will provide the Board an opportunity to discuss any changes they would like to the Board meeting agenda material as well as policy changes that would allow the Board to fulfill its statutory duties while also providing opportunities for more engaged discussions around items critical to the future of public elementary, secondary and higher education in Idaho.

ATTACHEMNTS

Attachment 1 – Board Annual Planning Calendar

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BOARD ACTION

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

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WORK SESSION AUGUST 12, 2015

Master Planning Calendar (revised April 2014)

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
Jan	Agencies and Institutions start updating their strategic plan based on SBOE guidance and strategic plan.	The SBOE reviews NWCCU accreditation results as available.		Board presents budget to the legislature	Rules and legislation are presented to the legislature	SBOE presentations to JFAC OSBE distributes annual Fact Book to legislators OSBE Financial Aid/FAFSA Awareness
Feb				Line item categories are developed and reviewed by the Presidents' Council and the BAHF Committee		OSBE presentation to germane committees
Mar	Agencies and Institutions finalize their strategic plan updates for submission to the SBOE prior to April agenda cutoff.	Institutions and agencies revise performance measures and benchmarks to align with strategic plan. Early-April agencies and institutions submit <u>proposed</u> performance measures/benchmarks (including continued use of current measures, if appropriate) for review/approval by OSBE. (Note: These measures are for the fiscal year beginning July 1)	Institutions submit the Notice of Proposed Programs to OSBE and are shared with institutions. Institutions start working through program concerns identified from other institutions. Institutions submit a draft of proposed updates to their statewide program list to OSBE and those lists are shared with institutions.			
Apr	SBOE reviews and approves updated institution and agency strategic plans. OSBE/SBOE receives final DFM strategic plan guidance	SBOE/OSBE receives final DFM performance reporting guidance (for governed agencies and institutions). SBOE reviews and approves agency and institution <u>proposed</u> performance measures and benchmarks through strategic plan approval.	Work Session with Provosts and Regional Representatives to review and discuss proposed programs for the Five-Year Plan and updates to the statewide program list. Work Session Follow Up – institutions will make necessary corrections to program entries and any edits to statewide program list based on discussion at work session. Institutions must provide feedback on proposed programs and statewide program list in late April.	SBOE is briefed on next FY legislative appropriations as it impacts education agencies and institutions. SBOE approves line item categories for the institutions.	SBOE is briefed on new legislation as it impacts education agencies and institutions. OSBE meets with institution government affairs directors regarding impact of legislation and off-session legislative strategy	

**WORK SESSION
AUGUST 12, 2015**

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
May	SBOE Conducts SBOE Governed institutions Presidents evaluations SBOE reviews self-assessment and makes recommendations for improvements. Executive Director Conducts Agency Heads evaluations.		CAO will review plans and statewide program list for alignment. If changes and/or recommendations to the Board are made, CAO will take those to IRSA Committee at their June Meeting.	Agencies and institutions submit estimated <u>line items</u> to OSBE prior to June Board agenda cutoff.	Agencies and institutions submit legislative ideas and suggestions to OSBE prior to June Board agenda cutoff.	
Jun	SBOE makes any final adjustments in agency and institution strategic plans.	Board approves institution and agency performance measures through the strategic plan approval. Performance Measure reports must use approved performance measures from the strategic plans.	Draft Five-Year Plans and statewide program lists are presented to IRSA. *As needed, a joint presentation from Department of Labor, Department of Commerce, and Idaho Workforce Development Council on workforce projections and educational needs will be provided at IRSA's Committee June Meeting.	OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to August Board agenda deadline). SBOE reviews agency and institution <u>line item</u> requests. SBOE reviews and approves agency and institution <u>line item</u> requests.	SBOE reviews, approves, and provides guidance concerning <u>proposed</u> agency and institution legislative ideas. Board approves proposed administrative rules	SBOE meets with legislators in Eastern Idaho (Idaho Falls)
Jul	OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the <u>early-July</u> deadline.		Institutions finalize any remaining changes to plans and statewide program lists as reviewed and discussed and will submit to OSBE prior to August Board agenda cutoff.	Agencies and institutions submit estimated MCO budget to OSBE prior to August Board agenda deadline.	New legislation from prior session takes effect July 1. Department of Administration publishes proposed rules and 21 day review period is commenced.	
Aug		Agencies and institutions submit agency and institution performance reports to OSBE in <u>late-August</u> . Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans.	Final Five-Year Plans and statewide program lists are presented to the full Board.	-SBOE reviews and approves <u>final</u> budget request for next FY. -Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE. -OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance.	-OSBE submits legislative ideas to DFM prior to the required <u>early-August</u> deadline. -Governor's Office and DFM review legislative ideas. -OSBE begins development of approved legislative ideas into draft legislation (as appropriate). -Board approves any proposed administrative	SBOE meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello) SBOE begins planning for annual Fact Book

**WORK SESSION
AUGUST 12, 2015**

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
				In late-August all budget documents returned to OSBE for final submission to DFM and LSO.	rules not approved in June.	
Sep	SBOE conducts self-assessment.	OSBE submits agency and institution performance reports to DFM by the required early-September deadline.	OSBE provides inventory of current programs for reconciliation. OSBE provides institutions with current statewide program list for updates.	Final budget requests forwarded to DFM and LSO by September 1st deadline.	-Proposed legislation is approved by SBOE.(Special Board Mtg) Proposed (final draft) legislation is due to DFM mid-September . Department of Administration publishes proposed rules and 21 day review period is commenced.	OSBE planning for College Application Week
Oct	SBOE reviews Statewide k-20 draft strategic plan.	SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan.	Institutions submit the Notice of Current Program Inventory. OSBE provides the Notice of Proposed Programs list to institutions for updates.		DFM forwards to LSO by mid-October . Board approves Pending Rules, modifications are made based on public comment.	SBOE meets with legislators in North Idaho (Lewiston/Moscow)
Nov	Staff develops and finalizes (in collaboration with the agencies and institutions) the next annual update to the strategic plan.	OSBE updates performance measures to align with the Board's strategic plan.			-Proposed legislation in bill format returned by LSO to OSBE for review and final changes. -Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when approved by the Board. Pending rules take effect at the end of the legislative session.	OSBE annual College Application Week
Dec	SBOE review and approves the annual updated/revision to the Board's strategic plan for the next FY.				Early-December is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for approval.	-SBOE meets with legislators in North Idaho (Coeur d'Alene) -OSBE finalizes annual Fact Book -OSBE coordinates with institutions on JFAC presentations

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AUGUST 13, 2015**

TAB	DESCRIPTION	ACTION
1	PPGA – PRESIDENT APPROVED ALCOHOL PERMITS REPORT	Information Item
2	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS	Motion to Approve
3	SDE – ADOPTION OF CURRICULAR MATERIALS	Motion to Approve
4	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve
5	SDE – SECONDARY SCHOOL ACCREDITATION REPORT	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

President Approved Alcohol Permits Report

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 2015 Board meeting. Since that meeting, Board staff has received twenty-three (23) permits from Boise State University, nine (9) permits from Idaho State University, and eleven (11) permits from the University of Idaho.

Copies of the permits are available for review at the Board office.

BOARD ACTION

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

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SUBJECT

Accountability Oversight Committee (Committee) Appointments

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
June 2011	Board approved reappointments for Senator Goedde and Jackie Thomason to the Accountability Oversight Committee
June 2012	Board approved Christine Donnell's reappointment to the Accountability Oversight Committee
December 2012	Board approved second reading to Board Policy III.AA. and moved to section I.Q..
February 2013	Board approved Spencer Barzee's appointment to the Accountability Oversight Committee
June 2013	Board approved the reappointment of John Goedde to the Accountability Oversight Committee.
June 2015	Board approved second reading to amend Board Policy I.Q.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The committee consists of:

- The Superintendent of Public Instruction or designee,
- Two Board members,
- Four at-large members appointed by the Board, one of which will chair the committee, and
- is staffed by the Board's Accountability Program Manager.

John Goedde and Jackie Thomason have served on the committee as at-large members since the committee's inception. Their current appointments ended June 30, 2015; the committee has recommended them for reappointment.

The Accountability Oversight Committee currently has a vacancy, as Christine Donnell did not seek reappointment when her term concluded on June 30, 2014. The committee recommends Dr. Deborah Hedeem, Dean of the College of

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Education of Idaho State University, for appointment to the committee. To maintain the committee's staggered term schedule, the committee recommends that Dr. Hedeem be appointed for one year to complete the 2014 to 2016 term for the open seat; Dr. Hedeem could then be re-appointed for a full two-year term.

IMPACT

Approval of John Goedde, Jackie Thomason, and Deborah Hedeem will fill all the at-large seats on the Committee through June 30, 2016.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval

BOARD ACTION

I move to approve the reappointment of John Goedde and Jackie Thomason to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2015 and ending on June 30, 2017.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Dr. Deborah Hedeem to the Accountability Oversight Committee for a term of 1 year commencing July 1, 2015 and ending on June 30, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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, 333-118A Idaho Code
Idaho Administrative Code 08.02.03.128, subsection 128

BACKGROUND/DISCUSSION

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01.128.02 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). 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 2015, the main adoption cycle is curricular materials in the subject area of Mathematics and Driver Education. Interim adoption clause allows for submissions in the subject area of Professional-Technical Education. Annual adoption continues for Computer Applications.

This year the curricular materials review week was held June 15-19, 2015. Seventy-seven content area specialists assisted the eleven selection committee members in the evaluation of the curricular materials.

ATTACHMENTS

Attachment 1 - 2015 Curricular Materials Recommendations Document Page 3

BOARD ACTION

I move to approve the adoption of Mathematics, Professional-Technical Education, Driver Education 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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**2015
Curricular Materials
Recommendations**

**Curricular Materials
Adoption Process**



Idaho State Department of Education

Sherri Ybarra,

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 2015 Session called for reviewing curricular materials in the main subject area of Driver Education and Mathematics, interim materials in Professional-Technical Education, and annual materials in Computer Applications.

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



IDAHO
STATE DEPARTMENT OF EDUCATION
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 English Language Arts, Dictionary, Thesaurus, and Speech; Limited English Proficiency/English Language Development; Mathematics; Professional Technical Education: Agriculture and Natural Resources, Business and Marketing Education, Engineering and Technology, Family and Consumer Sciences, Health Professions, Individualized Occupational Training, and Skilled and Technical Sciences; Humanities: Interdisciplinary, World Languages, Art, Drama/Theatre, Dance, Music; Drivers Education; Healthy Life Styles: Health/Wellness, and Physical Education; Social Studies: History, Geography, and Government; Economics; Psychology; Sociology; Science; and Computer Applications (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.

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years (five years for interim adopted materials), which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the Idaho contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, Ltd. which reduces delivery time and shipping costs.
- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality, organization, vocabulary and graphic presentation. Textbooks publishers must submit Manufacturing Standards and Specifications for Textbooks (MSST) standards compliance form for each title.
- Materials are screened for fair representation on such issues as environment and industry.

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- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed to get the same textbooks and complementary materials as larger school systems.

Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual material and internet based instructional material (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 State Board of Education (SBOE), has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (SDE).

The membership on the Selection Committee is comprised of at least 10 members who may include:

- secondary administrator(s)
- elementary administrator(s)
- secondary teacher(s)
- elementary teacher(s)
- parent representative(s)
- district school board member(s)
- representative from private/parochial schools
- representative who is not a public school educator nor trustee
- representative(s) from the state's colleges of education
- representative from the Division of Professional-Technical Education
- content area coordinator(s) from the State Department of Education
- the Executive Secretary from the State Department of Education

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

The Committee, assisted by specialists from throughout the state, meet for one week in June to review and correlate all materials to the Common Core State Standards and/or the Idaho Content Standards and specific course requirements. 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, contracts are mailed to the publishing companies. After the return of signed contracts, the listing of newly adopted materials will be published in the State Department of Education website Adoption Guide found at: http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm.

A state curriculum library is maintained at Caxton 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:

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N.L. Terteling Library
College of Idaho
Caldwell, Idaho

Instructional Materials Center
Idaho State University
Pocatello, Idaho

Albertson Library
Boise State University
Boise, Idaho

Curriculum Library
Lewis Clark State College
Lewiston, Idaho

David O. McKay Library
Brigham Young University-Idaho
Rexburg, Idaho

John Riley Library
Northwest Nazarene University
Nampa, Idaho

University of Idaho Library
University of Idaho
Moscow, Idaho

Complete addresses for the Regional Centers can be found at the Schools/Regional Centers link:
http://www.sde.idaho.gov/site/curricular_materials/ .

The citizens of Idaho may request that the Committee reconsider any material under adoption. The *Textbook Adoption Process: Request for Reconsideration of Materials* form can be found at Schools/Request for Reconsideration of Materials Form:
https://www.sde.idaho.gov/site/curricular_materials/.

The Committee considers all requests and maintains the rights to either recommend continued adoption or remove any materials from the adopted list.

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IDAHO

**Curricular Materials Selection Committee
Appointed by the State Board of Education
2015**

COMMITTEE MEMBER	CONTACT INFORMATION
<p>Executive Secretary, Idaho State Department of Education Kathy Gauby Coordinator, Curricular Materials and Online Course Review Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6967 E-mail: kgauby@sde.idaho.gov</p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) Diann Roberts Coordinator, English Language Arts/Literacy Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6948 E-mail: droberts@sde.idaho.gov</p>
<p>Curriculum Consultant, Division of Professional Technical Education Kristi Enger State Division of Professional Technical Education PO Box 83720 Boise, ID 83720-0095</p>	<p>Phone: 208-334-3216 E-mail: kenger@pte.idaho.gov 5-Year Term Expires: May 31, 2019</p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) Christine Avila Coordinator, Mathematics Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6932 E-mail: cavila@sde.idaho.gov</p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) Rick Kennedy Coordinator, Educational Technology PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6852 E-mail: rkennedy@sde.idaho.gov</p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) Audra Urie Coordinator, Driver Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6984 E-mail: aurie@sde.idaho.gov</p>
<p>Idaho Public School Administrator Dana Bradley Cassia County School District 237 E. 19th St. Burley, ID 83318</p>	<p>Phone: 208-878-6627 E-mail: bradana@sd151.k12.id.us 5-Year Term Expires: June 30, 2016</p>
<p>Representative Laree Jansen 3669 North 3200 East Kimberly, ID 83341-5344</p>	<p>Phone: 208-733-1168 E-mail: lareej@cableone.net 5-Year Term Expires: June 30, 2016</p>
<p>Idaho Public School Elementary Classroom Teacher Stacey Jensen Edahow Elementary School 2020 Pocatello Creek Road Pocatello, ID 83201</p>	<p>Phone: 208-233-1844 E-mail: jensenst@d25.k12.id.us 5-Year Term Expires: June 30, 2016</p>

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<p>Idaho Public School Secondary Classroom Teacher Tara Drexler Robert Stuart Middle School 644 Caswell Avenue West Twin Falls, ID 83301-3798</p>	<p>Phone: 208-733-4875 E-mail: drexlerta@tfsd.k12.id.us 5-Year Term Expires: June 30, 2016</p>
<p>Representative Darlene Matson Dyer PO Box 1981 Hailey, ID 83333</p>	<p>Phone: 208-788-4318 E-mail: ddyer331@gmail.com 5-Year Term Expires: June 30, 2016</p>
<p>Idaho Public School Secondary Classroom Teacher Lisa Olsen Rocky Mountain Middle School 3443 N. Ammon Rd. Idaho Falls, ID 83401</p>	<p>Phone: 208-525-4403 E-mail: olsenl@d93.k12.id.us 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Elementary Classroom Teacher Heidi Fry Siena K8 Magnet School 2870 E. Rome Dr. Meridian, ID 83642</p>	<p>Phone: 208-350-4370 E-mail: fry.heide@meridianschools.org 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Elementary Classroom Teacher Donna Wommack Genesee Joint School District #282 330 W. Ash Ave. Genesee, ID 83832</p>	<p>Phone: 208-285-1161 E-mail: dwommack@sd282.org 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher Rebecca Parrill Lewiston Independent School District No. 1 3317 12th Street Lewiston, ID 83501</p>	<p>Phone: 208-748-3000 E-mail: rparrill@lewistonschools.net 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher Kristie Scott West Jefferson High School 1260 E. 1500 N Terreton, ID 83450</p>	<p>Phone: 208-663-4391 E-mail: scottk@wjsd.org 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher Chris Wadley Whitepine Joint School District Deary Jr/Sr High School 502 First Ave. , PO Box 9 Deary, ID 83823</p>	<p>Phone: 208-877-1151 E-mail: cwadley@sd288.k12.id.us 5-Year Term Expires: May 31, 2019</p>

2015 Curricular Materials and Online Resources Recommendations

Curricular Materials Recommendations – Main Year Adoptions

It was moved by Laree Jensen, seconded by Darlene Dyer, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Main Year Adoptions* of Mathematics and Driver Education materials and their accompanying ancillary materials, notes, 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 Adoption

It was moved by Tara Drexler, seconded by Kristi Enger, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Computer Applications materials and their accompanying ancillary materials, notes, 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 Year Adoption

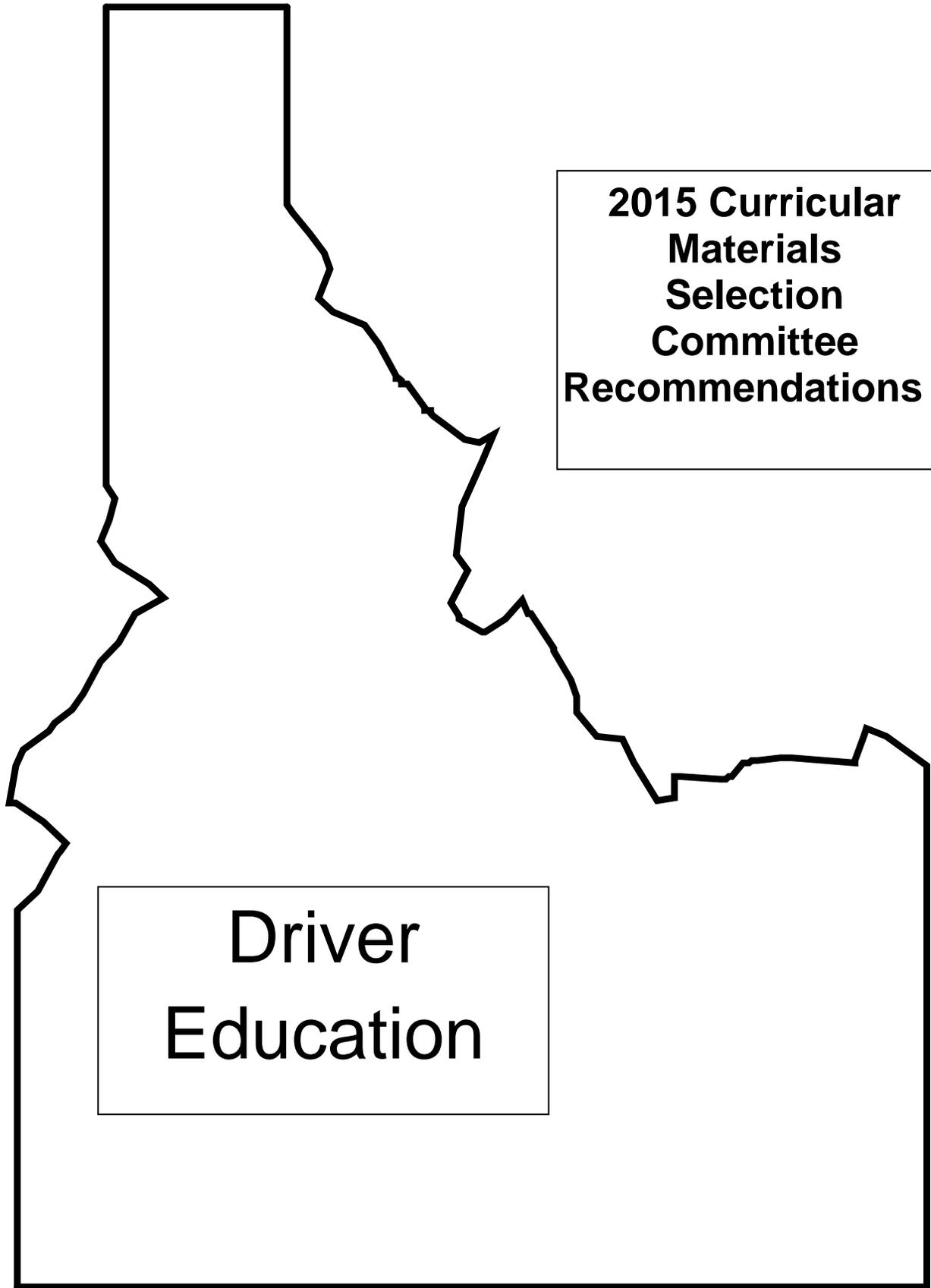
It was moved by Tara Drexler, seconded by Kristi Enger, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Year Adoption* of Professional-Technical Education materials and their accompanying ancillary materials, notes, and where indicated, 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 Lisa Olsen, seconded by a Unanimous Vote, and carried to adjourn the meeting on June 19, 2015.

Respectfully submitted,

Kathy Gauby
Executive Secretary

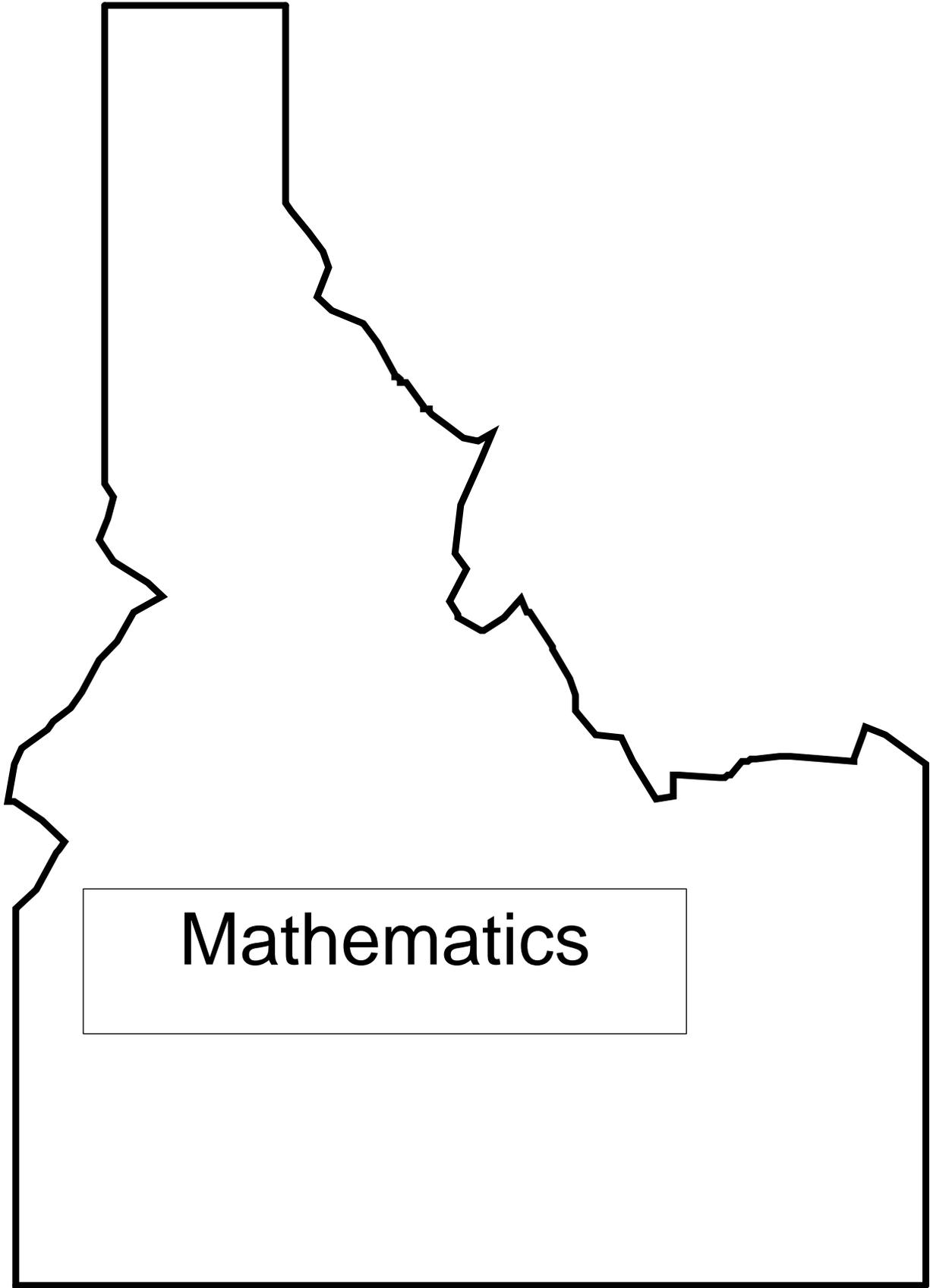


**2015 Curricular
Materials
Selection
Committee
Recommendations**

**Driver
Education**

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
AAA	How to Drive	AAA	2014	High School	978-1-59508-342-5	
	Notes: Strengths: Very strong course. Great supplemental materials. Appropriate grade level. Weaknesses: Test booklet is not practical. Need materials on a DVD. Sequencing of two chapters seems strange to the way we teach the course, but workable.					
	Key Features: AAA's How to Drive is a very customizable and easy to use classroom curriculum with the ability to handle up to 40 hours of classroom instruction. The key features are as follows: <ul style="list-style-type: none"> • Easy to use How to Drive Instructor Guide contains: 450 customizable PowerPoint slides, Chapter Quizzes for each of the 17 chapters including the course Final exam. • 3.5 hour video content filmed in 2012 (English, Spanish and Closed Captioned) • Up to date content covering distracted driving, texting and other relevant topics. • Easy to use and customize by the Instructor to fit their particular need and style. Student manual is easy to read and contains colorful graphs, and images to depict the content. Not a text heavy book.					
How to Drive Online	AAA	2014	High School	N/A		



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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Bedford, Freeman and Worth Publishing Group	The Practice of Statistics, 5th edition	Starnes, Daren	2014	9-12	9781464108730	Core
	Notes: Very rigorous AP program that covers ALL AP topics, Test prep, etc. Reading level is accessible. Hands on activities are in all units. Strengths: Organization of solutions -state, plan, do, conclude, Precise language consistent throughout curriculum. Students are stringently assessed on use of connection and norms throughout the program. Students are expected to write, draw conclusions in context; experiment, and find evidence. Learning objectives in each section. Technology-toolbox is great; with graphics, instructions. Simulations are scaffolded throughout the units. Weaknesses: There is a lot of material and adapting for shorter time semesters will be difficult. Technology dependent, students without one to one devices could be at a disadvantage. Some data sets are older and subjects not as relevant anymore.					
	Key Features: Reading Features That Highlight the Big Ideas Learning Objectives at the beginning of each section, help students focus on mastering essential skills and concepts as they work through the chapter. Definition boxes explain important vocabulary and are easily located for quick reference Caution Icons alert students to common mistakes made at that specific point in the chapter. Margin boxes explain how to set up graphs or calculations, or recap important concepts. Think About It offers critical thinking questions that help students make connections and deepen their understanding of important concepts. AP® Exam Tips give advice on how to be successful on the AP® Exam. Learn Statistics by Doing Statistics A Hands-On Activity introduces the content of each chapter. Many of these activities involve collecting data and drawing conclusions from the data. Others ask students to use dynamic applets to explore statistical concepts. Data Explorations cast students in the role of data detective, with the goal of answering a puzzling, real-world question by examining data graphically and numerically. Check Your Understanding questions throughout the section, help clarify definitions, concepts, and procedures (answers in the back of the book). Examples Examples present statistical ideas in familiar, recognizable contexts Four-Step Examples (“State, Plan, Do, Conclude”) help students develop good problem-solving skills, setting the stage for the more complex problems like those on the AP Exam. Each Example has a corresponding For Practice exercise in the Section Exercises, referenced to the page in the chapter where the appropriate model appears. A Play icon in the text indicates that there is video walkthrough of the example available. Exercises Section Summaries help students review the chapter before proceeding to the exercises Exercises span differently levels of difficulty. Most are in odd- and even-numbered pairs, with both exercises covering the same skill or concept. Icons next to selected problems indicate: <ul style="list-style-type: none"> o The problem goes with an Example in the section o A step-by-step instructional video relevant to the problem is available o The problem draws on an earlier section in the text o The problem goes with one of the 4-Step Examples (“State, Plan, Do, Conclude”) 					
	Book Companion Site for The Practice of Statistics for AP, Fifth Edition	Starnes, Daren	2014	9-12	9781464153921	
	ExamView Assessment Suite for The Practice of Statistics for AP, Fifth Edition	Starnes, Daren	2014	9-12	9781464153976	
	Solutions Manual for The Practice of Statistics for AP, Fifth Edition	Starnes, Daren	2014	9-12	9781464153990	
	Strive for 5: Preparing for the AP Statistics Examination to accompany The Practice of Statistics, Fifth Edition	Starnes, Daren	2014	9-12	9781464154003	
Teacher's Edition for The Practice of Statistics for AP, Fifth Edition	Starnes, Daren	2014	9-12	9781464154010		
Bedford, Freeman and Worth Publishing Group	Rogawski's Calculus Early Transcendentals for AP*, Second Edition	Rogawski, Jon	2011	9-12	9781429250740	Core
	Notes: Book is strong conceptually and graphically. Ideas are presented with more depth and consideration for graphical representations. This is translated into calculus theory. Student questions range from procedural to very high level in most chapters. Supplemental material is sparse, but has student exercises with teacher answers and tips to teach each topic. The program is weak in differentiation and adaptations for various learning styles. Strengths: Concepts-strong geometric connections. Exam view- ties questions to standards Multistep analysis problems throughout text. Teacher plans and pointers written by AP expert. Weaknesses: Adaptions for diverse learners. No overview for teacher materials –only on DVD. No activities for groups. No AP prep practice tests. Key Features: Conceptual Insights encourage the student to develop a conceptual understanding of calculus by explaining important ideas clearly but informally. This understanding is critically important if students are					

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	<p>to succeed on the exam. Graphical Insights make the crucial connection between graphical properties and the underlying concept. Another important skill for AP* success. Assumptions Matter uses short explanations and well-chosen examples to help students appreciate why hypotheses are needed in theorems. Reminders are margin notes that link back to important concepts discussed earlier. Caution notes warn students of common pitfalls they can encounter in understanding the material. Historical Perspectives are brief vignettes that place key conceptual discoveries and advancements in their historical settings. They give students a glimpse into past accomplishments of great mathematicians and an appreciation for their significance, one of the nine core goals of the AP* Calculus course. Section Summaries offer a concise recap of key points. Unique to Rogawski's texts, these summaries are among students' favorite aspect. Section Exercise Sets provide outstanding reinforcement and practice:</p> <ul style="list-style-type: none"> • Preliminary Exercises begin each exercise set and require little or no computation but serve to ensure students are on the 'right page' before beginning the core problem sets. • Exercises vary in level of difficulty from routine, to moderate, to more challenging. Also included are questions appropriate for written response or use of technology, both problem types students face on the exam. • Further Insights and Challenges help extend a section's material involving far more complex and AP*-oriented problem-solving. • Preparing for the AP* Exam features Ray Cannon's AP* style multiple-choice and Free Response Questions. • End-of-Chapter Review Exercises offer a comprehensive set of exercises closely coordinated with the chapter material. 				
	edAPtext 6 year eBook for Rogawski's Calculus for AP, 2nd edition	Rogawski, Jon	2011	9-12	1319033210
	Book Companion Site for AP Calculus Early Transcendentals, Second Edition	Rogawski, Jon	2011	9-12	9781429286039
	examView Assessment Suite for Calculus: Early Transcendentals for AP, Second Edition	Rogawski, Jon	2011	9-12	9781429286251
	Student Solutions Manual for Calculus: Early Transcendentals for AP, Second Edition	Rogawski, Jon	2011	9-12	9781429286282
	Teacher's Resource CDR for Rogawski Calc AP: Early Transcendentals, Second Edition	Rogawski, Jon	2011	9-12	9781429288842

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning (HMH)	Big Ideas Math Green: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	6	978-1-60840-449-0	Core
	<p>Notes: This program is a great bridge between a traditional math program and a research based common core program. It includes many resources for teachers, students, and families. Strengths: Laurie's notes in the TE provide math background, common misconceptions & implementation of 8 Mathematical Practices. Weaknesses: SE lacks cognitively demanding tasks that would engage students in deeper mathematic reasoning.</p>					
	<p>Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition</p>					
	Big Ideas Math Green: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-456-8	

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	Big Ideas Math Green Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-1-60840-460-5	
	Big Ideas Math Green Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-495-7	
	Big Ideas Math Green Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-0-54458-357-3	
	Big Ideas Math Green Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-360-3	
	Big Ideas Math Green Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-375-7	
	Big Ideas Math Green Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-370-2	
	Big Ideas Math Green Assessment Book	Ron Larson & Laurie Boswell	2014	6	978-1-60840-470-4	
	Big Ideas Math Green Resources by Chapter Book	Ron Larson & Laurie Boswell	2014	6	978-1-60840-474-2	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Green Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	6	978-1-60840-480-3	
	Big Ideas Math Green Dynamic Teaching Resources Online (6 year)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-500-8	
	Big Ideas Math Green Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-68033-272-8	
Big Ideas Learning (HMH)	Big Ideas Math Red: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	7	978-1-60840-450-6	Core
	Notes: See notes above.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Red: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-457-5	
	Big Ideas Math Red Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-1-60840-461-2	
	Big Ideas Math Red Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-496-4	
	Big Ideas Math Red Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-0-54458-382-5	
	Big Ideas Math Red Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-385-6	

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	Big Ideas Math Red Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-394-8	
	Big Ideas Math Red Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-388-7	
	Big Ideas Math Red Assessment Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-533-6	
	Big Ideas Math Red Resource by Chapter Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-475-9	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Red Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	7	978-1-60840-481-0	
	Big Ideas Math Red Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-501-5	
	Big Ideas Math Red Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-68033-274-2	
Big Ideas Learning (HMH)	Big Ideas Math Blue: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	8	978-1-60840-451-3	Core
	Notes: See notes above.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Blue: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	8	978-1-60840-458-2	
	Big Ideas Math Blue Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-1-60840-463-6	
	Big Ideas Math Blue Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-498-8	
	Big Ideas Math Blue Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-0-54458-401-3	
	Big Ideas Math Blue Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-431-0	
	Big Ideas Math Blue Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-439-6	
	Big Ideas Math Blue Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-434-1	
	Big Ideas Math Blue Assessment Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-472-8	
	Big Ideas Math Blue Resources by Chapter Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-476-6	

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	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Blue Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	8	978-1-60840-483-4	
	Big Ideas Math Blue Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-503-9	
	Big Ideas Math Blue Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-68033-276-6	
Big Ideas Learning (HMH)	Big Ideas Math Red Accelerated: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	7	978-1-60840-505-3	Core
	Notes: See notes above.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Red Accelerated: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-525-1	
	Big Ideas Math Red: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-457-5	
	Big Ideas Math Red/Red Accelerated Teaching Edition Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-474-3	
	Big Ideas Math Red Accelerated Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-1-60840-462-9	
	Big Ideas Math Red Accelerated Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-497-1	
	Big Ideas Math Red Accelerated Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-0-54458-502-7	
	Big Ideas Math Red Accelerated Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-546-1	
	Big Ideas Math Red Accelerated Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-554-6	
	Big Ideas Math Red Accelerated Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-549-2	
	Big Ideas Math Red Accelerated Resources by Chapter and Assessment Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-534-3	
	Big Ideas Math Red Assessment Book/ Red Resources by Chapter/Red Accelerated Resources by Chapter and Assessment Book Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-394-4	

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	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Red Accelerated Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	7	978-1-60840-482-7	
	Big Ideas Math Red Accelerated Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-502-2	
	Big Ideas Math Red Accelerated Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-68033-278-0	
Big Ideas Learning (HMH)	Big Ideas Math Algebra 1: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	8	978-1-60840-452-0	Core
	Notes: See notes above.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Algebra 1: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	8	978-1-60840-459-9	
	Big Ideas Math Algebra 1 Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-1-60840-464-3	
	Big Ideas Math Algebra 1 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-499-5	
	Big Ideas Math Algebra 1 Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	8	978-0-54458-446-4	
	Big Ideas Math Algebra 1 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-449-5	
	Big Ideas Math Algebra 1 Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-457-0	
	Big Ideas Math Algebra 1 Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	8	978-0-54458-452-5	
	Big Ideas Math Algebra 1 Assessment Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-473-5	
	Big Ideas Math Algebra 1 Resources by Chapter Book	Ron Larson & Laurie Boswell	2014	8	978-1-60840-477-3	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
	Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7	
	Big Ideas Math Algebra 1 Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	8	978-1-60840-484-1	
	Big Ideas Math Algebra 1 Dynamic Teaching Resources	Ron Larson & Laurie Boswell	2014	8	978-1-60840-504-6	

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	Online (6 years)					
	Big Ideas Math Algebra 1 Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-68033-284-1	
Big Ideas Learning (HMH)	Big Ideas Math Advanced 1: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	6	978-1-60840-526-8	Core
	Notes: See notes above.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Advanced 1: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-579-4	
	Big Ideas Math Green: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-456-8	
	Big Ideas Math Green/Advanced 1 Teaching Edition Bundle	Ron Larson & Laurie Boswell	2014	6	978-0-54421-841-3	
	Big Ideas Math Advanced 1 Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-1-60840-528-2	
	Big Ideas Math Advanced 1 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-542-8	
	Big Ideas Math Advanced 1 Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	6	978-0-54458-465-5	
	Big Ideas Math Advanced 1 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-468-6	
	Big Ideas Math Advanced 1 Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-477-8	
	Big Ideas Math Advanced 1 Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	6	978-0-54458-471-6	
	Big Ideas Math Advanced 1 Resources by Chapter and Assessment Book	Ron Larson & Laurie Boswell	2014	6	978-1-60840-577-0	
	Big Ideas Math Green Assessment Book/ Green Resources by Chapter/Advanced 1 Resources by Chapter and Assessment Book Bundle	Ron Larson & Laurie Boswell	2014	6	978-0-54421-839-0	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7		
Big Ideas Math Advanced 1 Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	6	978-1-60840-535-0		
Big Ideas Math Advanced 1 Dynamic Teaching Resources	Ron Larson & Laurie Boswell	2014	6	978-1-60840-581-7		

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	Online (6 years)					
	Big Ideas Math Advanced 1 Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-68033-280-3	
Big Ideas Learning (HMH)	Big Ideas Math Advanced 2: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	7	978-1-60840-527-5	Core
	Notes: See notes above.					
	Key Features: What You Learned Before Essential Questions What Is Your Answer? Meaning of the Word Key Vocabulary Key Ideas Now You're Ready On Your Own Check It Out Vocabulary and Concept Check Practice and Problem Solving Error Analysis Taking Math Deeper Fair Game Review Study Help – Graphic Organizers Cartoons Standards Assessment Laurie's Notes in the Teaching Edition					
	Big Ideas Math Advanced 2: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	7	978-1-60840-580-0	
	Big Ideas Math Blue: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	8	978-1-60840-458-2	
	Big Ideas Math Blue/Advanced 2 Teaching Edition Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-826-0	
	Big Ideas Math Advanced 2 Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-1-60840-530-5	
	Big Ideas Math Advanced 2 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-544-2	
	Big Ideas Math Advanced 2 Student Print Package (6 years): Student Edition & Record and Practice Journal	Ron Larson & Laurie Boswell	2014	7	978-0-54458-484-6	
	Big Ideas Math Advanced 2 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-487-7	
	Big Ideas Math Advanced 2 Student Resource Package (6 years): Record and Practice Journal and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-495-2	
	Big Ideas Math Advanced 2 Premium Student Resources Package (6 years): Student Edition, Record and Practice Journal, and online student license	Ron Larson & Laurie Boswell	2014	7	978-0-54458-490-7	
	Big Ideas Math Advanced 2 Resources by Chapter and Assessment Book	Ron Larson & Laurie Boswell	2014	7	978-1-60840-578-7	
	Big Ideas Math Blue Assessment Book/ Blue Resources by Chapter/Advanced 2 Resources by Chapter and Assessment Book Bundle	Ron Larson & Laurie Boswell	2014	7	978-0-54421-833-8	
	Big Ideas Math Skills Review and Basic Skills Handbook	Ron Larson & Laurie Boswell	2011	6-8	978-1-60840-155-0	
	Big Ideas Math Dynamic Assessment Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-478-0	
Big Ideas Math Dynamic Teaching Resources DVD	Ron Larson & Laurie Boswell	2014	6-8	978-1-60840-479-7		
Big Ideas Math Advanced 2 Dynamic Student Edition DVD	Ron Larson & Laurie Boswell	2014	7	978-1-60840-536-7		
Big Ideas Math Advanced 2 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-60840-582-4		

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	Big Ideas Math Advanced 2 Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2014	7	978-1-68033-282-7	
Big Ideas Learning (HMH)	Big Ideas Math Algebra 1: A Common Core Curriculum	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-838-2	Core
	Notes: Overall student and teacher materials are comprehensive. There is a lot of material for practicing fluency. There are good practices and suggestions for differentiation, but limited on actual differentiation practice. Problems tie into standards, standards tie into lessons. Strengths: Instructional materials provide access to standards based curriculum for all students, ELL, advanced, & student below level with suggestions for differentiation. Instructional materials provide teachers with mathematical practices to ensure students gain standard knowledge and fluency. Goals for measuring student achievement. Weaknesses: There are inferences for differentiated instruction, but actual material for low level and advanced populations is limited. Lessons are linked to standards but not across chapters. Multiple clusters and domains are not linked.					
	Key Features: Maintaining Mathematical Proficiency Mathematical Practices Essential Questions Communicate Your Answer Core Vocabulary Core Concepts Monitoring Progress Vocabulary and Core Concept Check Monitoring Progress and Modeling with Mathematics Error Analysis How Do You See It? Thought Provoking Maintaining Mathematical Proficiency What Did You Learn? Standards Assessments Laurie's Notes in the Teaching Edition					
	Big Ideas Math Algebra 1: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-841-2	
	Big Ideas Math Algebra 1 Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-852-8	
	Big Ideas Math Algebra 1 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-864-1	
	Big Ideas Math Algebra 1 Student Print Package (6 years): Student Edition & Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-561-4	
	Big Ideas Math Algebra 1 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-564-5	
	Big Ideas Math Algebra 1 Student Resource Package (6 years): Student Journal and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-572-0	
	Big Ideas Math Algebra 1 Premium Student Resources Package (6 years): Student Edition, Student Journal, and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-567-6	
	Big Ideas Math Algebra 1 Assessment Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-855-9	
	Big Ideas Math Algebra 1 Resources by Chapter Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-858-0	
	Big Ideas Math Algebra 1 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-861-0	
	Big Ideas Math Algebra 1 Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-286-5	
Big Ideas Learning (HMH)	Big Ideas Math Geometry: A Common Core Curriculum	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-839-9	
	Notes: Traditional, concepts are there, not the best sequences, Core Standards and Mathematical Practices are evident. Reasoning and extended problem solving tasks are weak, excellent teacher notes in TE. Strengths: Addresses standards, Laurie's Notes in TE for Teachers, good ELL support, strong unit performance tasks with rubric and practice problems. Weaknesses: Sequencing could be improved, not enough reasoning & problem solving, traditional, chapter performance tasks are weak, online hard to navigate. Adding the word "explain" as a substitution for reasoning.					

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	<p>Key Features: Maintaining Mathematical Proficiency Mathematical Practices Essential Questions Communicate Your Answer Core Vocabulary Core Concepts Monitoring Progress Vocabulary and Core Concept Check Monitoring Progress and Modeling with Mathematics Error Analysis How Do You See It? Thought Provoking Maintaining Mathematical Proficiency What Did You Learn? Standards Assessments Laurie's Notes in the Teaching Edition</p>																
	<table border="1"> <tr> <td data-bbox="284 514 633 583">Big Ideas Math Geometry: A Common Core Curriculum Teaching Edition</td> <td data-bbox="633 514 812 583">Ron Larson & Laurie Boswell</td> <td data-bbox="812 514 941 583">2015</td> <td data-bbox="941 514 1055 583">9-12</td> <td data-bbox="1055 514 1307 583">978-1-60840-842-9</td> </tr> </table>	Big Ideas Math Geometry: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-842-9											
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Big Ideas Math Geometry Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-582-9													
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<p>Big Ideas Learning (HMH)</p>	<table border="1"> <tr> <td data-bbox="284 1354 633 1402"> <p>Big Ideas Math Algebra 2: A Common Core Curriculum</p> </td> <td data-bbox="633 1354 812 1402"> <p>Ron Larson & Laurie Boswell</p> </td> <td data-bbox="812 1354 941 1402"> <p>2015</p> </td> <td data-bbox="941 1354 1055 1402"> <p>9-12</p> </td> <td data-bbox="1055 1354 1307 1402"> <p>978-1-60840-840-5</p> </td> </tr> <tr> <td colspan="5" data-bbox="284 1402 1307 1602"> <p>Notes: Good math content with opportunities to practice fluency and skill. There were some good performance tasks, with great rubrics, but could use more engaging applications. Great ELL and teacher support with some good resources. This would be a good core curriculum resource, although additional performance tasks/applications may be needed. Strengths: Good sequencing. Great examples with step-by-step explanations. Laurie's notes in teacher edition were great. Online assessments were great. Good ELL support Performance Tasks with good Rubrics.</p> </td> </tr> <tr> <td colspan="5" data-bbox="284 1602 1307 1986"> <p>Key Features: Maintaining Mathematical Proficiency Mathematical Practices Essential Questions Communicate Your Answer Core Vocabulary Core Concepts Monitoring Progress Vocabulary and Core Concept Check Monitoring Progress and Modeling with Mathematics Error Analysis How Do You See It? Thought Provoking Maintaining Mathematical Proficiency What Did You Learn? Standards Assessments</p> </td> </tr> </table>	<p>Big Ideas Math Algebra 2: A Common Core Curriculum</p>	<p>Ron Larson & Laurie Boswell</p>	<p>2015</p>	<p>9-12</p>	<p>978-1-60840-840-5</p>	<p>Notes: Good math content with opportunities to practice fluency and skill. There were some good performance tasks, with great rubrics, but could use more engaging applications. Great ELL and teacher support with some good resources. This would be a good core curriculum resource, although additional performance tasks/applications may be needed. Strengths: Good sequencing. Great examples with step-by-step explanations. Laurie's notes in teacher edition were great. Online assessments were great. Good ELL support Performance Tasks with good Rubrics.</p>					<p>Key Features: Maintaining Mathematical Proficiency Mathematical Practices Essential Questions Communicate Your Answer Core Vocabulary Core Concepts Monitoring Progress Vocabulary and Core Concept Check Monitoring Progress and Modeling with Mathematics Error Analysis How Do You See It? Thought Provoking Maintaining Mathematical Proficiency What Did You Learn? Standards Assessments</p>					<p align="center">Core</p>
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Laurie's Notes in the Teaching Edition					
Big Ideas Math Algebra 2: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-867-2	
Big Ideas Math Algebra 2 Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-854-2	
Big Ideas Math Algebra 2 Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-866-5	
Big Ideas Math Algebra 2 Student Print Package (6 years): Student Edition & Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-597-3	
Big Ideas Math Algebra 2 Enhanced Student Resources Package (6 years): Student Edition and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-600-0	
Big Ideas Math Algebra 2 Resource Package (6 years): Student Journal and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-608-6	
Big Ideas Math Algebra 2 Premium Student Resources Package (6 years): Student Edition, Student Journal, and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-603-1	
Big Ideas Math Algebra 2 Assessment Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-857-3	
Big Ideas Math Algebra 2 Resources by Chapter Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-860-3	
Big Ideas Math Algebra 2 Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-863-4	
Big Ideas Math Algebra 2 Teacher Resource Package (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-290-2	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Carnegie Learning	Carnegie Learning Algebra 1 Worktext/Cognitive Tutor	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	Core
	<p>Notes: This curriculum could be used as a core but lacks real world setting that relate to science and technology. Online component are problematic. The curriculum is hard to navigate. There are 8 books, 4 students' texts. Students will need to be using 3 books all at once. In order for this program to succeed, all components need to be purchased and used. The on-line resources also need to be incorporated. Whole program is not extremely teacher friendly.</p> <p>Strengths: Follows Core Standards, Practice for students, Problems similar to SBAC problems, Different approach, Guided practice problems, A lot of mathematical reasoning and synthesis, Many writing opportunities, Encourages student centered classroom.</p> <p>Weaknesses: Unit conversion problems are limited, Vocabulary needs to be easier to find, EL vocabulary not apparent, Problems need to be more diverse, Presentation of text of boring, Lack of integration with other subjects especially science, Suggestions for integration are not apparent in TE, Too many different books. Online component should be used as a resource.</p> <p>Key Features: Carnegie Learning research-proven curricula worktext materials provide a complete set of educational materials to inspire high school students to master mathematical concepts and skills. The instructional materials align to current Common Core Standards. Key features include the following:</p> <p>Student-centered lessons written for the Common Core State Standards are consistent with the Standards for Mathematical Practice.</p> <p>Problem-based lessons focus on how students think, learn, and apply knowledge</p> <p>Lessons are structured to provide students with various opportunities to reason, model, and explain mathematical ideals.</p> <p>The Carnegie Learning approach presents activities that use models, manipulatives, and representations that provide students with opportunities to develop strategies and reasoning that serve as the foundation for learning more abstract mathematics.</p> <p>Additional practice to build numeracy skills is provided free online on the Carnegie Learning Resource Center site through the Student Skills Practice Workbook and the Student Assignments Workbook. Also available on the site are See It-Try It videos which provide direct concept instruction, checks for understanding, and videos to guide students to a deep understanding of the concept or skill.</p> <p>Homework and assessments can be generated quickly through the ExamView test generator which houses all practice worksheets as well as five different tests for each text chapter.</p>					

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	<p>Carnegie Learning Algebra I is a first-year algebra course for students at a variety of ability and grade levels. With this course, students generalize, formalize, and extend the mathematics they learned in the middle grades.</p> <p>Table of Contents and Overview Quantities and Relationships Graphs, Equations, and Inequalities Linear Functions Sequences Exponential Functions Systems of Equations Systems of Equations Analyzing Data Sets for One Variable Introduction to Quadratic Functions Polynomials and Quadratics Solving Quadratic Equations and Inequalities Real Number Systems Other Functions and Inverses Mathematical Modeling</p>																										
	<table border="1"> <tr> <td data-bbox="284 835 646 886">Carnegie Learning Algebra 1 Worktext (Print Only)</td> <td data-bbox="646 835 824 886">Carnegie Learning, Inc.</td> <td data-bbox="824 835 954 886">2012</td> <td data-bbox="954 835 1068 886">HS</td> <td data-bbox="1068 835 1307 886">978-1-60972-152-7</td> </tr> <tr> <td data-bbox="284 886 646 936">Cognitive Tutor</td> <td data-bbox="646 886 824 936">Carnegie Learning, Inc.</td> <td data-bbox="824 886 954 936"></td> <td data-bbox="954 886 1068 936">HS</td> <td data-bbox="1068 886 1307 936"></td> </tr> <tr> <td data-bbox="284 936 646 987">Carnegie Learning Algebra 1 Teacher Text Set</td> <td data-bbox="646 936 824 987">Carnegie Learning, Inc.</td> <td data-bbox="824 936 954 987"></td> <td data-bbox="954 936 1068 987">HS</td> <td data-bbox="1068 936 1307 987">978-1-60972-160-2</td> </tr> <tr> <td data-bbox="284 987 646 1037">Carnegie Learning Algebra 1 Online Student Skills Practice</td> <td data-bbox="646 987 824 1037">Carnegie Learning, Inc.</td> <td data-bbox="824 987 954 1037"></td> <td data-bbox="954 987 1068 1037">HS</td> <td data-bbox="1068 987 1307 1037"></td> </tr> <tr> <td data-bbox="284 1037 646 1087">Carnegie Learning Algebra 1 Student Assignments</td> <td data-bbox="646 1037 824 1087">Carnegie Learning, Inc.</td> <td data-bbox="824 1037 954 1087"></td> <td data-bbox="954 1037 1068 1087">HS</td> <td data-bbox="1068 1037 1307 1087"></td> </tr> </table>	Carnegie Learning Algebra 1 Worktext (Print Only)	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	Cognitive Tutor	Carnegie Learning, Inc.		HS		Carnegie Learning Algebra 1 Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-160-2	Carnegie Learning Algebra 1 Online Student Skills Practice	Carnegie Learning, Inc.		HS		Carnegie Learning Algebra 1 Student Assignments	Carnegie Learning, Inc.		HS		
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Students will develop fluency in writing, interpreting, and translating between various forms of functions; they will use multiple strategies to solve real-world problems.</p> <p>Table of Contents and Overview Searching for Patterns Quadratic Functions Polynomial Functions Polynomial Expressions and Equations</p> </td> </tr> </table>	<p>Carnegie Learning Algebra 2 Worktext/Cognitive Tutor</p>	<p>Carnegie Learning, Inc.</p>	<p>2013</p>	<p>HS</p>	<p>978-1-60972-418-4</p>	<p>Notes: Could be used as a core, but it lacks applications used in real world settings. ie. Relating concepts to science and the use of technology. The curriculum's online resource for students was problematic for us. We also had trouble navigating the online resources. Also, the curriculum is hard to navigate. There are 8 books total; 4 books are for the students which will need to be purchased yearly. The program is not teacher friendly. We feel the curriculum needs to be used as an entire program, not just parts. 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	Carnegie Learning Algebra 2 Worktext (Print Only)	Carnegie Learning, Inc.	2013	HS	978-1-60972-418-4	
	Cognitive Tutor	Carnegie Learning, Inc.		HS		
	Carnegie Learning Algebra 2 Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-227-2	
	Carnegie Learning Algebra 2 Online Student Skills Practice	Carnegie Learning, Inc.		HS		
	Carnegie Learning Algebra 2 Student Assignments	Carnegie Learning, Inc.		HS		
Carnegie Learning	Carnegie Learning Geometry Worktext/Cognitive Tutor Notes: curriculum could be used as a core, but it lacks applications used in real world settings. I.e. Relating concepts to science and the use of technology. The curriculum's online resource for students was problematic for us. Although problems are solved and accurate, the program doesn't recognize equations that are entered in a non-traditional form, for example if $2(x+4)$ is entered as $(x+4)^2$, the program would mark it wrong. Also, the curriculum is hard to navigate. There are 8 books total; 4 books are for the students which will need to be purchased yearly. Students working in skills practice will have to refer back to the student text which will become cumbersome for students and teachers. The curriculum must be purchased as a full set in order for the program to work. If not purchased as a full set, the program online resources lack the necessary components to complete the program. Strengths: Follows Common Core, Practice for students, Problems like SBAC problems, Different approaches, Guided practice problems, A lot of mathematical reason and synthesis, Many writing opportunities, Encourages student centered classroom. Weaknesses: EL vocabulary not in student text, Vocabulary not easily found, Presentation of book in uninspiring, Lack of integration especially with science, Differentiation is not evident in TE, Too many books, Not teacher friendly,	Carnegie Learning, Inc.	2013	HS	978-1-60972-216-6	Core

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Problem-based lessons focus on how students think, learn, and apply knowledge

Lessons are structured to provide students with various opportunities to reason, model, and explain mathematical ideals.

The Carnegie Learning approach presents activities that use models, manipulatives, and representations that provide students with opportunities to develop strategies and reasoning that serve as the foundation for learning more abstract mathematics.

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Homework and assessments can be generated quickly through the ExamView test generator which houses all practice worksheets as well as five different tests for each text chapter.

Geometry students build on the knowledge and skills for mathematics to strengthen their mathematical reasoning skills in Geometric contexts.

- Table of Contents and Overview
- Tools of Geometry
- Introduction to Proof
- Perimeter and Area of Geometric Figures on the Coordinate Plane
- Three-Dimensional Figures
- Properties of Triangles
- Similarity Through Transformations
- Congruence Through Transformations
- Using Congruence Theorems
- Trigonometry
- Properties of Quadrilaterals
- Circles
- Arcs and Sectors of Circles
- Circles and Parabolas
- Probability
- More Probability, and Counting

Carnegie Learning Geometry Worktext (Print Only)	Carnegie Learning, Inc.	2013	HS	978-1-60972-216-6
Cognitive Tutor	Carnegie Learning, Inc.		HS	
Carnegie Learning Geometry Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-221-0
Carnegie Learning Geometry Online Student Skills Practice	Carnegie Learning, Inc.		HS	
Carnegie Learning Geometry Student Assignments	Carnegie Learning, Inc.		HS	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Trigonometry, 9/E	Larson	2014	9-12	9781133954323	Other
	<p>Notes: Course needs to be considered as a 4th year course or a statistical component in an algebra 2 course. Strong ELL resources. Does not address common core.</p> <p>Strengths: Lots of examples and diagrams, visuals, points out areas to remember. Good level of trig, minimal review on Algebra 2. Examples, definitions, concept, modeling. Online transitions strong. Good ELL Resources.</p> <p>Weaknesses: No depth of an intro to the topics or an overview. Modeling of the problems is basic. Most problems would be considered "easy". Weak on high level thinking. Not strong on skills needed for calculus.</p>					
	<p>Key Features: Larson's Trigonometry is known for delivering sound, consistently structured explanations and exercises of mathematical concepts. With the ninth edition, the author continues to revolutionize the way students learn material by incorporating more real-world applications, ongoing review, and innovative technology. The methodology and execution of material provides students with the tools that they need to master trigonometry.</p> <p>Features include: Side-By-Side Examples help students see not only that a problem can be solved in more than one way but also how different methods--algebraically, graphically, and numerically--yield the same result. The side-by-side format also addresses many different learning styles.</p> <p>Algebra Helps direct students to sections of the textbook where they can review algebra skills needed to master the current topic.</p>					

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	<p>Technology Features offer suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to deepen student understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand. Algebra of Calculus Examples and Exercises throughout the text emphasize various algebraic techniques used in calculus.</p> <p>Vocabulary Exercises at the beginning of the exercise set for each section help students review previously learned vocabulary terms necessary to solve the section exercises.</p> <p>Student Projects in various sections and online feature in-depth applied exercises with large, real-life data sets, where students create or analyze models.</p> <p>Chapter Summaries include explanations and examples of the objectives taught in the chapter.</p> <p>Chapter Openers highlight real-life problems that connect to the examples and exercises presented in the following chapter.</p> <p>Innovative Summarize Features help students organize the lesson's key concepts into a concise summary, providing a valuable study tool at the end of each section.</p> <p>Unprecedented How Do You See It? Exercises in every section present real-life problems that students solve by visual inspection using the concepts in the lesson.</p> <p>Checkpoint Problems encourage immediate practice and check students' understanding of the concepts in the paired example.</p> <p>Expanded Section Objectives offer students the opportunity to preview what will be presented in the upcoming section.</p> <p>Enriched Remarks reinforce or expand on concepts helping students learn how to study mathematics, avoid common errors, address special cases, or show alternative or additional steps to a solution of an example.</p> <p>Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.</p>					
Trigonometry 9e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305547360	Cengage	
Trigonometry 9e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547537		
Trigonometry, 9/E, Instructor's Annotated Edition	Larson	2014		9781133954316		
Trigonometry, 9/E, Student Notetaking Guide	Larson	2014	9 to 12	9781133953630		
Trigonometry, 9/E, Student Solutions Manual	Larson	2014	9 to 12	9781133954293		
Trigonometry, 9/E, Complete Solutions Manual	Larson	2014	9 to 12	9781133954309		
Trigonometry, 9/E, High School Lesson Plans	Larson	2014	9 to 12	9781285416915		
Trigonometry, 9/E, PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9 to 12	9781133953579		
Trigonometry, 9/E, DVD Program	Larson	2014	9 to 12	9781133954279		
Trigonometry, 2/E	Stewart, Redlin, Watson	2013	9 to 12	9781111574482		Other
<p>Notes: Good traditional book, but not core. Could not find ELL materials.</p> <p>Strengths: Online Resources, PC, Mac, ebook, mobile. Great supplemental resources, real world applications; hits the science well. Has writing prompts, doesn't focus on getting the right answer, the formulas are easy to pick out of the text. They start with functions. Examples direct students to other problems like that example.</p> <p>Weaknesses: Core standards are separate from the book.</p>						
<p>Key Features:</p> <p>James Stewart and his coauthors Lothar Redlin and Saleem Watson, wrote TRIGONOMETRY to address a problem they frequently saw in their classrooms: Students who attempted to memorize facts and mimic examples—and who were not prepared to "think mathematically." With this text, Stewart, Redlin and Watson help students learn to think mathematically and develop true, lasting problem-solving skills. Patient, clear, and accurate, TRIGONOMETRY consistently illustrates how useful and applicable trigonometry is to real life.</p> <p>Features include:</p> <ul style="list-style-type: none"> • TRIGONOMETRY is structured so teachers can begin with either the unit circle approach or the right triangle approach. The different approaches lead to different applications: the unit circle approach is used in modeling harmonic motion and the right triangle approach is used in measuring distances (for example, measuring the distance to the sun or nearby stars depends on right triangle trigonometry). • The authors make use of the graphing calculator whenever appropriate. Subsections, examples, and exercises that deal with graphing devices are labeled with an icon so that those who prefer not to use the graphing calculator can easily skip this material. For those students that use a graphing calculator, they are given a better understanding of how the calculator can work as an aid in solving problems. For students who do not use a graphing calculator, the material is presented optionally. • Each chapter ends with a FOCUS ON MODELING section that illustrates modeling techniques as well as how trigonometry can be applied to model real-life situations. These sections, as well as others, are devoted to teaching students how to create their own mathematical models, 						

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	<p>rather than using prefabricated formulas.</p> <ul style="list-style-type: none"> Real-World Applications from engineering, physics, chemistry, business, biology, environmental studies, and other fields demonstrate how trigonometry is used to model real-life situations. Each exercise set ends with Discovery-Discussion problems that encourage students to first experiment with the concepts developed in the section and then to write about what they have learned, rather than simply look for an answer. <p>Review Sections and Chapter Tests are found at the end of each chapter. These are designed to help students gauge their progress. Brief answers to the odd-numbered exercises in each section, and to all questions in the Chapter Tests, are given at the back of the book.</p>					
	Trigonometry, 2/E, Instructor's Annotated Edition	Stewart, Redlin, Watson	2013	9 to 12	9781133103592	
	Trigonometry, 2/E, Study Guide	Stewart, Redlin, Watson	2013	9 to 12	9781111989859	
	Trigonometry, 2/E, Student Solutions Manual	Stewart, Redlin, Watson	2013	9 to 12	9781133103523	
	Trigonometry, 2/E, Instructor's Guide	Stewart, Redlin, Watson	2013	9 to 12	9781111574765	
	Trigonometry, 2/E, Complete Solutions Manual	Stewart, Redlin, Watson	2013	9 to 12	9781133113157	
	Trigonometry, 2/E, Test Bank	Stewart, Redlin, Watson	2013	9 to 12	9781111989965	
	Trigonometry, 2/E, PowerLecture CD-ROM with ExamView® Test Generator	Stewart, Redlin, Watson	2013	9 to 12	9781111989958	
	Trigonometry, 2/E, DVD Program	Stewart, Redlin, Watson	2013	9 to 12	9781111989842	
Cengage	College Prep Algebra, 1/E	Larson	2014	9 to 12	9781285182629	Other
	<p>Notes: There are topics from Algebra 1 & 2 and combined them. This is not a book meant to address the standards. Would not use this book for a class, but for a select few students. Students would not be ready for pre-calculus when they complete this book.</p> <p>Strengths: Serves as a book of direct instruction if student wants to study only algebra. Companion website will give support to student. Great to review basics.</p> <p>Weaknesses: traditional approach, not rigorous, no help in presenting material in a variety of ways. No innovation, no differentiation, skills based only.</p> <p>Key Features: James Stewart and his coauthors Lothar Redlin and Saleem Watson, wrote TRIGONOMETRY to address a problem they frequently saw in their classrooms: Students who attempted to memorize facts and mimic examples—and who were not prepared to "think mathematically." With this text, Stewart, Redlin and Watson help students learn to think mathematically and develop true, lasting problem-solving skills. Patient, clear, and accurate, TRIGONOMETRY consistently illustrates how useful and applicable trigonometry is to real life.</p> <p>Features include: TRIGONOMETRY is structured so teachers can begin with either the unit circle approach or the right triangle approach. The different approaches lead to different applications: the unit circle approach is used in modeling harmonic motion and the right triangle approach is used in measuring distances (for example, measuring the distance to the sun or nearby stars depends on right triangle trigonometry). The authors make use of the graphing calculator whenever appropriate. Subsections, examples, and exercises that deal with graphing devices are labeled with an icon so that those who prefer not to use the graphing calculator can easily skip this material. For those students that use a graphing calculator, they are given a better understanding of how the calculator can work as an aid in solving problems. For students who do not use a graphing calculator, the material is presented optionally.</p> <p>Each chapter ends with a FOCUS ON MODELING section that illustrates modeling techniques as well as how trigonometry can be applied to model real-life situations. These sections, as well as others, are devoted to teaching students how to create their own mathematical models, rather than using prefabricated formulas.</p> <p>Real-World Applications from engineering, physics, chemistry, business, biology, environmental studies, and other fields demonstrate how trigonometry is used to model real-life situations.</p> <p>Each exercise set ends with Discovery-Discussion problems that encourage students to first experiment with the concepts developed in the section and then to write about what they have learned, rather than simply look for an answer.</p> <p>Review Sections and Chapter Tests are found at the end of each chapter. These are designed to help students gauge their progress. Brief answers to the odd-numbered exercises in each section, and to all questions in the Chapter Tests, are given at the back of the book.</p>					
	College Prep Algebra, 1e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9 to 12	9781305335455	
	College Prep Algebra ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9 to 12	9781305339729	
	College Prep Algebra, 1/E, Annotated Instructor's Edition	Larson	2014	9 to 12	9781285182674	
	College Prep Algebra, 1/E, Student Workbook	Larson	2014	9 to 12	9781285182773	
	College Prep Algebra, 1/E, Student's Solutions Manual	Larson	2014	9 to 12	9781285182759	

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	College Prep Algebra, 1/E, Test Prep Guide	Larson	2014	9 to 12	9781285182872	
	College Prep Algebra, 1/E, Complete Solutions Manual	Larson	2014	9 to 12	9781285182704	
	College Prep Algebra, 1/E, PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9 to 12	9781285182865	
	College Prep Algebra, 1/E, Instructor's Resource Binder for Algebra Activities ©2011	Larson	2014	9 to 12	9780538736756	
	College Prep Algebra, 1/E, High School Lesson Plans	Larson	2014	9 to 12	9781285457529	
Cengage	Algebra and Trigonometry, 9/E	Larson	2014	9 to 12	9781133950967	Other
	<p>Notes: Unsure where this text fits into sequencing of high school math curriculum. Does not meet all core standards, but course is not designed to do so. Layout is busy, lots of wordy text/pages. Students would not adequately be prepared to take calculus following this course.</p> <p>Strengths: Online text, some videos & quizzes, PowerPoint lectures match examples in text, PowerPoint images file allows teacher to determine what comments to make and what words to add. Lots of problems to choose from.</p> <p>Weaknesses: Problems in text are similar or identical to those at same level by same publisher, unit circle is weak, little supplementary materials, no rich tasks or performance task questions, no mathematical modeling.</p>					
	<p>Key Features: Larson's Algebra and Trigonometry delivers sound, consistently structured explanations and carefully written exercises of key mathematical concepts. With the Ninth Edition, the author continues to revolutionize the way students learn material by incorporating more real-world applications and on-going review. The methodology and execution of material provides students with the tools that they need to master algebra and trigonometry.</p> <p>Features include: Side-By-Side Examples help students not only see that a problem can be solved in more than one way but how different methods—algebraically, graphically, and numerically—yield the same result. The side-by-side format also addresses many different learning styles. Algebra Help features direct students to sections of the textbook where they can review algebra skills needed to master the current topic. Checkpoint problems encourage immediate practice and check student understanding of all the core concepts presented in the example. Technology Features offer suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to deepen student understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand. Algebra of Calculus Examples and Exercises throughout the text emphasize various algebraic techniques used in calculus. Vocabulary Exercises at the beginning of the exercise set for each section help students review previously learned vocabulary terms necessary to solve the section exercises. Student Projects in various sections and online feature in-depth applied exercises with large, real-life data sets, where students create or analyze models. Each Chapter Opener highlights real-life applications used in the examples and exercises. A bulleted list of learning objectives lets students preview what will be presented in the upcoming section. Chapter Summaries include explanations and examples of the objectives taught in the chapter. The How Do You See It feature in each section presents a real-life exercise students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation. The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant and to include all topics our users have suggested. The exercises have been organized and titled so students can quickly see the connections between examples and exercises. Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving students the opportunity to apply the concepts to real-life situations. LarsonPrecalculus.com. This free companion website offers multiple tools and resources to supplement your students' learning. Students can view and listen to worked-out solutions of Checkpoint problems in English or Spanish, download data sets, explore examples, watch lesson videos, and much more.</p>					
	Algebra and Trigonometry 9e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9 to 12	9781305547353	
	Algebra and Trigonometry 9e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9 to 12	9781305547520	
	Algebra and Trigonometry, 9/E, Instructor's Annotated Edition	Larson	2014	9 to 12	9781133954439	
	Algebra and Trigonometry, 9/E, Student Notetaking Guide	Larson	2014	9 to 12	9781133953630	
	Algebra and Trigonometry, 9/E, Student Solutions Manual	Larson	2014	9 to 12	9781133954415	
	Algebra and Trigonometry, 9/E, Complete Solutions Manual	Larson	2014	9 to 12	9781133954422	
	Algebra and Trigonometry, 9/E, Test Bank	Larson	2014	9 to 12	9781133954392	

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	Algebra and Trigonometry, 9/E, PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9 to 12	9781133951162		
Cengage	Algebra and Trigonometry, 4/E	Stewart, Redlin, Watson	2016	9 to 12	9781305071742	Core	
	<p>Notes: Book seems to be very traditional, New cover- Old Book. No teacher's edition. No test bank. Very sophisticated math text that will prepare students for math at the college level. Lots of practice problems and good examples for student.</p> <p>Strengths: Study guide/solutions, Subtopics listed at the top of each section, DVD Program/Online resources, Discovery Projects, Does address thought process, Discuss/Discover/Prove –writing section, e-book, Section P is nice for review, Lots of practice problems, In book examples are good for students.</p> <p>Weaknesses: No teacher's manual, no math practices, traditional, no team building, word search in study guide waste of time, not appropriate for course level, sequencing/order strange in spots.</p>						
	<p>Key Features: This bestselling author team explains concepts simply and clearly, without glossing over difficult points. Problem solving and mathematical modeling are introduced early and reinforced throughout, providing students with a solid foundation in the principles of mathematical thinking. Comprehensive and evenly paced, the book provides complete coverage of the function concept, and integrates a significant amount of graphing calculator material to help students develop insight into mathematical ideas.</p> <p>Features include: Focus on Modeling sections illustrate modeling techniques as well as how mathematics can be applied to model real-life situations. These sections, as well as others, are devoted to teaching students how to create their own mathematical models, rather than using prefabricated formulas. Real-world applications from engineering, physics, chemistry, business, biology, environmental studies, and other fields demonstrate how mathematics is used to model real-life situations. The chapters on trigonometry are written so professors can begin with either the right triangle approach or the unit circle approach. Each approach to trigonometry is accompanied by the applications appropriate for that approach, clarifying the reason for different approaches to trigonometry. Mathematics in the Modern World vignettes show that mathematics is a living science crucial to the scientific and technological progress of recent times, as well as to the social, behavioral, and life sciences. Discovery/Discussion/Writing problems at the end of every section encourage students to use and develop conceptual, critical thinking, and writing skills. Review Sections and Chapter Tests at the end of each chapter help students gauge their learning progress. Brief answers to the odd-numbered exercises in each section and to all questions in the Chapter Tests are provided at the back of the book. Groups of exercises have headings that identify the type of exercise. Skills Plus exercises in most sections contain more challenging exercises that require students to extend and synthesize concepts. Review Material: The review material at the end of each chapter now includes a summary of properties and formulas and a new Concept Check. Each Concept Check provides a step-by-step review of all the main concepts and applications of the chapter. Answers to the Concept Check questions are on tear-out sheets at the back of the book. Geometry Review: Appendix A contains a review of the main concepts of geometry used in this book, including similarity and the Pythagorean Theorem. Chapter P Preliminaries: This chapter contains a section on basic equations, including linear equations and power equations, and a section on modeling with equations.</p>						
	Algebra and Trigonometry, 4/E, DVD Program	Stewart, Redlin, Watson	2016	9 to 12	9781305118188		
	Algebra and Trigonometry, 4/E, Study Guide	Stewart, Redlin, Watson	2016	9 to 12	9781305118164		
Algebra and Trigonometry, 4/E, Student Solutions Manual	Stewart, Redlin, Watson	2016	9 to 12	9781305118157			
Cengage	Precalculus with Limits, 3/E	Larson	2014	9 to 12	9781133962885	Core	
<p>Notes: Text is set up in a way as to address different population of learners. This is a traditional text that has not been adapted for common core, however, Pre-Calculus tend to be above the scope on most topics.</p> <p>Strengths: Students-Note Taking guide, lots of practice, review, higher order questions, discussion, literacy practice, H.O.T. questions for expansion in TE, Solutions manual with deliberate steps. Teachers-Well laid out, plan and prepare at the beginning of each chapter. Shows a true time frame. Clusters are tied together and identified throughout the units, pacing guides differentiate for average/advanced. Annotated teachers guide is comprehensive and easy for teachers to use.</p> <p>Weaknesses: This is still a very traditional book. Explicit use of mathematical practices is not identified. Certain problems were adapted to try to meet core standards, but not the actual unit. No support for ELL students. There are no differentiated practices or resources for low level or RTI.</p>							
<p>Key Features: Larson's Precalculus with Limits is known for delivering the sound, consistently structured explanations and exercises of mathematical concepts, with a laser focus on preparing students for calculus. In Limits, the author includes a brief algebra review along with coverage of analytic geometry in three dimensions and an introduction to concepts covered in calculus. With the third edition, Larson continues to revolutionize the way students learn material by incorporating more real-world applications and ongoing review.</p> <p>Features include: Algebra Helps directs students to sections of the textbook where they can review algebra skills needed to master the current topic. Checkpoint problems encourage immediate practice and check student understanding of the concepts</p>							

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	<p>presented. Algebra of Calculus Examples and Exercises throughout the text emphasize various algebraic techniques used in calculus. Vocabulary Exercises at the beginning of the exercise set for each section help students review previously learned vocabulary terms necessary to solve the section exercises. Student Projects in various sections and online feature in-depth applied exercises with large, real-life data sets, where students create or analyze models. Technology Features offer suggestions for effectively using tools such as calculators, graphing calculators, and spreadsheet programs to deepen student understanding of concepts, ease lengthy calculations, and provide alternate solution methods for verifying answers obtained by hand. Chapter Openers highlight real-life problems that connect to the examples and exercises presented in the following chapter. Innovative Summarize Features help students organize the lesson's key concepts into a concise summary, providing a valuable study tool at the end of each section. Unprecedented How Do You See It? Exercises in every section present real-life problems that students solve by visual inspection using the concepts in the lesson. Original Checkpoint Problems encourage immediate practice and check students' understanding of the concepts in the paired example. Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text. Section Objectives offer students the opportunity to preview what will be presented in the upcoming section. Enriched Remarks reinforce or expand on concepts helping students learn how to study mathematics, avoid common errors, address special cases, or show alternative or additional steps to a solution of an example. Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.</p>					
Precalculus with Limits 3e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9 to 12	9781305615861		
Precalculus with Limits 3e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9 to 12	9781305547513		
Precalculus with Limits, 3/E, Teacher's Edition	Larson	2014	9 to 12	9781285059433		
Precalculus with Limits, 3/E, Student Notetaking Guide	Larson	2014	9 to 12	9781285059341		
Precalculus with Limits, 3/E, Student Solutions Manual	Larson	2014	9 to 12	9781285177694		
Precalculus with Limits, 3/E, High School Lesson Plans	Larson	2014	9 to 12	9781133954118		
Precalculus with Limits, 3/E, Complete Solutions Manual	Larson	2014	9 to 12	9781133947479		
Precalculus with Limits, 3/E, Test Bank	Larson	2014	9 to 12	9781133947448		
Precalculus with Limits, 3/E, PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9 to 12	9781133954583		
Precalculus with Limits, 3/E, DVD Program	Larson	2014	9 to 12	9781285177670		
Cengage	Precalculus with Limits: A Graphing Approach, 7/E	Larson	2016	9 to 12	9781305071711	Core
<p>Notes: Course is not significantly changed from prior editions. Author has added essential questions and identifies new learning. Most of the common core adaptations are online and within the data exploration projects. Strengths: Progression is solid. Topics are extended to new learning. Online portion has pre & post tests and student projects and tools. Good at level or advanced text. Weaknesses: No significant adaptations for ELL or special populations. Book is very similar to prior text version. No suggestions for learning activities or changing lessons for diverse learning styles.</p>						
<p>Key Features: PRECALCULUS WITH LIMITS: A GRAPHING APPROACH, 7th Edition, is an ideal student and instructor resource for high school courses that require the use of a graphing calculator. The quality and quantity of the exercises, combined with interesting applications and innovative resources, make teaching easier and help students succeed. Retaining the series' emphasis on student support, selected examples throughout the text include notations directing students to previous sections to review concepts and skills needed to master the material at hand. The book also achieves accessibility through careful writing and design--including examples with detailed solutions that begin and end on the same page, which maximizes readability. Similarly, side-by-side solutions show algebraic, graphical, and numerical representations of the mathematics and support a variety of learning styles. Features include:</p> <ul style="list-style-type: none"> • Library of Parent Functions: To facilitate familiarity with the basic functions, a Library of Parent Functions contains several elementary and non-elementary functions. Each function is introduced at the first point of use in the text with a definition and description of basic characteristics. The Library of Parent Functions Examples are identified in the title of the example and there is a Review of Library of Parent Functions after Chapter 4. A summary of functions is presented on the inside cover of this text. • Technology Tips provide graphing calculator tips or provide alternate methods of solving a 						

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	<p>problem using a graphing utility.</p> <ul style="list-style-type: none"> Throughout the text, special emphasis is given to the algebraic techniques used in calculus. “Algebra of Calculus” examples and exercises are integrated throughout the text. Algebraic-Graphical-Numerical Exercises: These exercises allow students to solve a problem using multiple approaches: algebraic, graphical, and numerical. This helps students see that a problem can be solved in more than one way and that different methods yield the same result. Modeling Data Exercises: These multi-part applications involve real-life data and offer students the opportunity to generate and analyze mathematical models. The Vocabulary and Concept Check appears at the beginning of the exercise set for each section. Each of these checks asks fill-in-the-blank, matching, and non-computational questions designed to help students learn mathematical terminology and to test basic understanding of that section’s concepts. What you should learn/Why you should learn it: These summarize important topics in the section and why they are important in math and life. The Chapter Summary includes explanations and examples of the objectives taught in the chapter. Error Analysis: This exercise presents a sample solution that contains a common error, which the students are asked to identify. Each Chapter Opener highlights real-life applications used in the examples and exercises. The How Do You See It feature in each section presents a real-life exercise that students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation. A bulleted list of learning objectives gives students the opportunity to preview what will be presented in the upcoming section. These hints and tips, called “Remarks,” reinforce and/or expand upon concepts, help students learn how to study mathematics, address special cases, or show alternative or additional steps to a solution of an example. Accompanying every example, the Checkpoint problems encourage immediate practice and check students’ understanding of the concepts presented in the example. Students can view and listen to worked-out solutions of the Checkpoint problems in English or Spanish at LarsonPrecalculus.com. <p>LarsonPrecalculus.com: This companion website offers free access to multiple tools and resources that supplement student learning. Students can view and listen to worked-out solutions of Checkpoint problems in English or Spanish, download data sets, explore examples, watch lesson videos, and much more.</p>				
	Precalc w/ Limits AGA 7e HS edition ©2016 - Student Edition + CourseMate (6-year Access)	Larson	2016	9 to 12	9781305547346
	Precalc w/ Limits AGA 7e HS edition ©2016 - VitalSource eBook + CourseMate (6-year Access)	Larson	2016	9 to 12	9781305547506
	Precalculus with Limits: A Graphing Approach, 7/E, Wraparound Teacher’s Edition	Larson	2016	9 to 12	9781305117532
	Precalculus with Limits: A Graphing Approach, 7/E, Student Notetaking Guide	Larson	2016	9 to 12	9781305117150
	Precalculus with Limits: A Graphing Approach, 7/E, Student Solutions Manual	Larson	2016	9 to 12	9781305117112
	Precalculus with Limits: A Graphing Approach, 7/E, PowerLecture DVD-ROM with ExamView Test Generator	Larson	2016	9 to 12	9781305117600
	Precalculus with Limits: A Graphing Approach, 7/E, Text Specific DVD	Larson	2016	9 to 12	9781305117143
	Precalculus with Limits: A Graphing Approach, 7/E, Test Bank	Larson	2016	9 to 12	9781305117570
	Precalculus with Limits: A Graphing Approach, 7/E, Lesson Plans for High School	Larson	2016	9 to 12	9781305117549
	Precalculus with Limits: A Graphing Approach, 7/E, Complete Solutions Guide	Larson	2016	9 to 12	9781305117662
Cengage	<p>Precalculus: Mathematics for Calculus, 7/E</p> <p>Notes: Covers 4th course core standards and general writing standards. Test has practice and application problems with the end of each unit. Traditional but good preparation for calculus and college level math courses.</p> <p>Strengths: Additional resources study guide, solutions manual is very good. High level of rigor, varied problem options for assignments, good teacher notes in TE.</p> <p>Weaknesses: No Power point, Online textbook not compatible with Chrome Books, Homework problems emphasize procedural knowledge rather than conceptual knowledge.</p>	Stewart, Redlin, Watson	2016	9 to 12	9781305115309
	Core				

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Key Features:
PRECALCULUS WITH LIMITS: A GRAPHING APPROACH, 7th Edition, is an ideal student and instructor resource for high school courses that require the use of a graphing calculator. The quality and quantity of the exercises, combined with interesting applications and innovative resources, make teaching easier and help students succeed. Retaining the series' emphasis on student support, selected examples throughout the text include notations directing students to previous sections to review concepts and skills needed to master the material at hand. The book also achieves accessibility through careful writing and design--including examples with detailed solutions that begin and end on the same page, which maximizes readability. Similarly, side-by-side solutions show algebraic, graphical, and numerical representations of the mathematics and support a variety of learning styles.

Features include:
Library of Parent Functions: To facilitate familiarity with the basic functions, a Library of Parent Functions contains several elementary and non-elementary functions. Each function is introduced at the first point of use in the text with a definition and description of basic characteristics. The Library of Parent Functions Examples are identified in the title of the example and there is a Review of Library of Parent Functions after Chapter 4. A summary of functions is presented on the inside cover of this text.
Technology Tips provide graphing calculator tips or provide alternate methods of solving a problem using a graphing utility.
 Throughout the text, special emphasis is given to the algebraic techniques used in calculus. "Algebra of Calculus" examples and exercises are integrated throughout the text.
Algebraic-Graphical-Numerical Exercises: These exercises allow students to solve a problem using multiple approaches: algebraic, graphical, and numerical. This helps students see that a problem can be solved in more than one way and that different methods yield the same result.
Modeling Data Exercises: These multi-part applications involve real-life data and offer students the opportunity to generate and analyze mathematical models.
The Vocabulary and Concept Check appears at the beginning of the exercise set for each section. Each of these checks asks fill-in-the-blank, matching, and non-computational questions designed to help students learn mathematical terminology and to test basic understanding of that section's concepts.
What you should learn/Why you should learn it: These summarize important topics in the section and why they are important in math and life.
The Chapter Summary includes explanations and examples of the objectives taught in the chapter.
Error Analysis: This exercise presents a sample solution that contains a common error, which the students are asked to identify.
Each Chapter Opener highlights real-life applications used in the examples and exercises.
The How Do You See It feature in each section presents a real-life exercise that students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.
 A bulleted list of learning objectives gives students the opportunity to preview what will be presented in the upcoming section.
 These hints and tips, called "Remarks," reinforce and/or expand upon concepts, help students learn how to study mathematics, address special cases, or show alternative or additional steps to a solution of an example.
 Accompanying every example, the Checkpoint problems encourage immediate practice and check students' understanding of the concepts presented in the example. Students can view and listen to worked-out solutions of the Checkpoint problems in English or Spanish at LarsonPrecalculus.com.
LarsonPrecalculus.com: This companion website offers free access to multiple tools and resources that supplement student learning. Students can view and listen to worked-out solutions of Checkpoint problems in English or Spanish, download data sets, explore examples, watch lesson videos, and much more.

Precalculus, 7e HS Ed ©2016 Package: Student Edition + CourseMate (6-year Access)	Stewart, Redlin, Watson	2016	9 to 12	9781305547339
Precalculus, 7e HS Ed ©2016 Package: VitalSource eBook + CourseMate (6-year Access)	Stewart, Redlin, Watson	2016	9 to 12	9781305547490
Precalculus, 7e HS Ed Teacher's Edition	Stewart, Redlin, Watson	2016	9 to 12	9781305115293
Precalculus: Mathematics for Calculus, 7/E, PowerLecture CD-ROM with ExamView Test Generator	Stewart, Redlin, Watson	2016	9 to 12	9781305253773
Precalculus: Mathematics for Calculus, 7/E, Study Guide	Stewart, Redlin, Watson	2016	9 to 12	9781305253728
Precalculus: Mathematics for Calculus, 7/E, Student Solutions Manual	Stewart, Redlin, Watson	2016	9 to 12	9781305253735
Precalculus: Mathematics for Calculus, 7/E, Notetaking Guide	Stewart, Redlin, Watson	2016	9 to 12	9781305253834
Precalculus: Mathematics for Calculus, 7/E, DVD Program	Stewart, Redlin, Watson	2016	9 to 12	9781305253742
Precalculus: Mathematics for Calculus, 7/E, Test Bank	Stewart, Redlin, Watson	2016	9 to 12	9781305253902
Precalculus: Mathematics for Calculus, 7/E, Complete Solutions Manual	Stewart, Redlin, Watson	2016	9 to 12	9781305253810
Calculus of a Single Variable, 10/E, AP® Edition	Larson	2014	11 to 12	9781285060330

Cengage

Core

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<p>Notes: (AB/BC Calculus) Largely unchanged. A solid program with a good direction. Strengths: Organized, good teaching materials, online for students, teacher binder has good teaching tips, quizzing resources, PowerPoint lectures, and exam view. Weaknesses: Not as many projects, weak with table use on approximating rates of change and Reimann sums.</p> <p>Key Features: With a long history of innovation in the calculus market, this AP® edition of Larson's Calculus of a Single Variable provides a pedagogically sound, comprehensive text book with trusted AP® review questions and new AP® Exam tips. The book and series has been widely praised by a generation of students and professors for its solid and effective pedagogy that addresses the needs of a broad range of teaching and learning styles and environments. Features include:</p> <ul style="list-style-type: none"> • Hints and tips, called "Remarks" in the book, reinforce and/or expand upon concepts. • AP® Review Questions allow students to practice the type of questions encountered on the AP® exam while providing additional practice and review. • Exercise sets have been carefully and extensively examined to ensure they are rigorous, relevant, and cover all topics suggested by our users. The exercises have been organized and titled so you can better see the connections between examples and exercises. • Graded Homework Exercises: Online homework and tests are evaluated using powerful Maple software to ensure mathematical accuracy. Instructors control point values, weighting grades, and whether or not an item is graded. An electronic gradebook helps instructors manage course information easily and can be exported to other files, such as Excel. • CAS Investigation: Many examples throughout the book are accompanied by CAS Investigations. These are collaborative investigations using a computer algebra system (e.g., Maple) to further explore the related example. • Each Chapter Opener highlights five real-life applications of calculus found throughout the chapter. The applications reference the examples or exercises featured. You can find a full listing of the applications in the Index of Applications. • The How Do You See It exercise in each section presents a problem that you will solve by visual inspection using the concepts learned in the lesson. <p>LarsonCalculus.com - We've created a free website hosting valuable resources. At this website, you can access the following: Proof Videos – Watch co-author Bruce Edwards present theorems and explain their proofs. Calculus Videos – Watch Dana Mosely explain concepts of calculus. Interactive Examples – Explore examples using Wolfram's free CDF player (plug-in required). Rotatable Graphs – View and rotate three-dimensional graphs using Wolfram's free CDF player (plug-in required). Biographies – Read biographies of men and women who were instrumental in creating calculus. Web Appendices – Read the web-only appendices that accompany the text. Data Downloads – Use real data to solve problems.</p>						
Calculus of a Single Variable 10e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	11 to 12	9781305547391		
Calculus of a Single Variable 10e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	11 to 12	9781305547568		
Calculus of a Single Variable, 10/E, AP® Edition, Teacher's Resource Guide and Lesson Plans	Larson	2014	11 to 12	9781285063041		
Calculus of a Single Variable, 10/E, AP® Edition, Fast Track to a 5 AP® Test Preparation Workbook	Larson	2014	11 to 12	9781285063263		
Calculus of a Single Variable, 10/E, AP® Edition, Student Solutions Manual, Volume 1 (Ch. P-11)	Larson	2014	11 to 12	9781285085715		
Calculus of a Single Variable, 10/E, AP® Edition, Complete Solutions Guide, Volume 1 (Ch. P-5)	Larson	2014	11 to 12	9781285085760		
Calculus of a Single Variable, 10/E, AP® Edition, Complete Solutions Guide, Volume 2 (Ch. 6-11)	Larson	2014	11 to 12	9781285085777		
Calculus of a Single Variable, 10/E, AP® Edition, Test Bank	Larson	2014	11 to 12	9781285090597		
Calculus of a Single Variable, 10/E, AP® Edition, PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2014	11 to 12	9781285094458		
Calculus of a Single Variable, 10/E, AP® Edition, Teacher's Resource Guide and Lesson Plans	Larson	2014	11 to 12	9781285063041		
Cengage	Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition	Larson	2015	11 to 12	9781285775913	Core

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Notes: I would give this course a good recommendation with the reserve that it targets the AP requirements but not to the depth that may be required to pass the AP test. This would mean that it makes a very good high school calculus textbook/course, but will require some supplementation to pass the AP test. It meets almost all the requirements of the standards.
 Course is written well for students and gives a good overall view of all topics. Materials appear very good for a calculus course, but not overwhelmingly so. Book is recommended and would be even better with more problems and good use of supplementary materials. The supplementary materials provided are very good and make this a very easy to utilize text/course.
 Needs to be supplemented with higher level thinking and more rigorous skill problems. To be used for AP and dual credit.
 Strengths: Readability and problems are excellent for grades 11-12 and the topic layout is very well done. This is an excellent text to give to a student who may need to work on his/her own. The text is very accessible, though a bit formal. This course builds up the levels of the students well and shows a logical progression. Examples are easy to follow and appropriate. Supplementary materials are excellent and easy to access. This book is designed very well very well for the high school student.
 Weaknesses: This course could use some higher level, rigorous questions designed with AP in mind. More AP questions can be gained from other materials outside of this program. More tables and charts in the homework would be beneficial. Good support materials.

Key Features:
 With a long history of innovation in the calculus market, this AP® edition of Larson's Calculus of a Single Variable provides a pedagogically sound, comprehensive text book with trusted AP® review questions and new AP® Exam tips. The book and series has been widely praised by a generation of students and professors for its solid and effective pedagogy that addresses the needs of a broad range of teaching and learning styles and environments.
Features include:
 Hints and tips, called "Remarks" in the book, reinforce and/or expand upon concepts.
 AP® Review Questions allow students to practice the type of questions encountered on the AP® exam while providing additional practice and review.
 Exercise sets have been carefully and extensively examined to ensure they are rigorous, relevant, and cover all topics suggested by our users. The exercises have been organized and titled so you can better see the connections between examples and exercises.
 Graded Homework Exercises: Online homework and tests are evaluated using powerful Maple software to ensure mathematical accuracy. Instructors control point values, weighting grades, and whether or not an item is graded. An electronic gradebook helps instructors manage course information easily and can be exported to other files, such as Excel.
 CAS Investigation: Many examples throughout the book are accompanied by CAS Investigations. These are collaborative investigations using a computer algebra system (e.g., Maple) to further explore the related example.
 Each Chapter Opener highlights five real-life applications of calculus found throughout the chapter. The applications reference the examples or exercises featured. You can find a full listing of the applications in the Index of Applications.
 The How Do You See It exercise in each section presents a problem that you will solve by visual inspection using the concepts learned in the lesson.
 LarsonCalculus.com - We've created a free website hosting valuable resources. At this website, you can access the following: Proof Videos – Watch co-author Bruce Edwards present theorems and explain their proofs. Calculus Videos – Watch Dana Mosely explain concepts of calculus. Interactive Examples – Explore examples using Wolfram's free CDF player (plug-in required). Rotatable Graphs – View and rotate three-dimensional graphs using Wolfram's free CDF player (plug-in required). Biographies – Read biographies of men and women who were instrumental in creating calculus. Web Appendices – Read the web-only appendices that accompany the text. Data Downloads – Use real data to solve problems.

Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11 to 12	9781305547384
Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11 to 12	9781305547551
Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition, Teacher's Resource Guide	Larson	2015	11 to 12	9781285778365
Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition, Fast Track to a 5 AP® Test Preparation Workbook	Larson	2015	11 to 12	9781285775920
Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition, Student Solutions Manual	Larson	2015	11 to 12	9781285774800
Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition, Complete Solutions Manual Volume 1	Larson	2015	11 to 12	9781285774817
Calculus of a Single Variable: Early Transcendental Functions,	Larson	2015	11 to 12	9781285774824

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	6/E, AP® Edition, Complete Solutions Manual Volume 2					
	Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition, Printed Test Bank	Larson	2015	11 to 12	9781285779072	
	Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition, PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2015	11 to 12	9781285085838	
Cengage	Single Variable Calculus with Vector Functions, 7/E, AP® Edition	Stewart	2012	11 to 12	9780840048233	Core
	<p>Notes: This is a good text for Calculus, but lacks strength in the AP portion. We would recommend this text as a Calculus book, but not as an AP book which is what it's supposed to be. The text provides clear explanations but is focused on lower level questioning with a lack of deep knowledge questions and practice, practice questions and supplementary material are good, use of this text for and AP class would require quite a bit of supplemental materials.</p> <p>Strengths: This course is strong in the questions and practice. Explanations are clear, but sometimes difficult for a learner on their own. Supplementary materials are good and support the text well. Lots of problems that will allow for skill work, Freedom for teaching methods, Would use for a non-dual credit High School calculus class.</p> <p>Weaknesses: Text does not have the AP questioning type needed to help a student prepare for the AP test. Questions do not have the depth of knowledge requirement to provide students as an opportunity to extend their abilities. More concentrated on the algorithms. This text requires a lot of supplementation. Text is difficult for students to read on their own. Not giving a conceptual understanding. Not as in depth as a typical college course.</p> <p>Key Features: In the Seventh Edition of Single Variable Calculus with Vector Functions for AP®, Stewart continues to set the standard for the course while adding carefully revised content. With both AP® review multiple choice and free response questions for the AB and BC exams written by AP® examination readers scattered throughout the text, students are introduced to the types of questions they will encounter on the exam. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Seventh Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence.</p> <p>Features Include: Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text to provide students with a convenient way to test their pre-existing knowledge and brush up on skill techniques they need to successfully begin the course. Stewart's writing style speaks clearly and directly to students, guiding them through key ideas, theorems, and problem-solving steps, and encouraging them to think as they read and learn calculus. Every concept is supported by thoughtfully worked examples and carefully chosen exercises. The text's clean, user-friendly design provides a clear presentation of calculus. The art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily. Stewart draws on physics, engineering, chemistry, biology, medicine, and social science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields. Stewart's text offers an extensive collection of more than 8,000 quality exercises; each set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. Comprehensive review sections follow each chapter and further support conceptual understanding. A "Concept Check" and "True/False Quiz" allow students to prepare for upcoming tests through ideas and skill-building. Collections of more challenging exercises, called "Problems Plus," reinforce concepts by requiring students to apply techniques from more than one chapter of the text. "Problems Plus" sections patiently show students how to approach a challenging problem. "PS" icons denoting problem-solving margin notes are aimed at increasing instructors' awareness of this important aspect of Stewart's approach.</p>					
	Single Variable Calculus Package: Student Edition + CourseMate (6-year Access)	Stewart	2012	11 to 12	9781305547445	
	Single Variable Calculus, 7e Package: VitalSource eBook + CourseMate (6-year Access)	Stewart	2012	11 to 12	9781305547483	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, Instructor's Guide	Stewart	2012	11 to 12	9780840054074	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, AP* Notetaking Guide	Stewart	2012	11 to 12	9780840058409	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, Study Guide, Volume 1 (Single Variable)	Stewart	2012	11 to 12	9780840054098	

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	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, Student Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11 to 12	9780840049490	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, Fast Track to a 5 AP* Test-Prep Workbook	Stewart	2012	11 to 12	9780840058300	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, Complete Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11 to 12	9780840053022	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, PowerLecture CD-ROM with ExamView Testing	Stewart	2012	11 to 12	9780840054142	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, Test Bank	Stewart	2012	11 to 12	9780840054081	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, AP* Teacher's Resource Guide and Lesson Plans on CD	Stewart	2012	11 to 12	9780840058423	
	Single Variable Calculus with Vector Functions, 7/E, AP® Edition, AP* Teacher's Resource Guide	Stewart	2012	11 to 12	9780840058065	
Cengage	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition	Stewart	2012	11 to 12	9780840049322	Core
	<p>Notes: This is a good text for calculus. Provides clear explanations but is focused on lower level questioning with a lack of deep knowledge questions and practice. Practice questions and supplementary material are good. Has AP questions in each chapter and has an AP supplement also. Teacher can get yearly question from testing site.</p> <p>Strengths: This course is strong in the questions and practice. Explanations are clear, but sometimes difficult for a learner on their own. Supplementary materials are good and support the text well- Topics covered, Amount of problems, Example problems, College Level.</p> <p>Weaknesses: Questions do not have the depth of knowledge requirement to provide students an opportunity to extend their abilities. More concentrated on the algorithms. This text requires a lot of supplementation. Algorithm based.</p> <p>Key Features: In the Seventh Edition of Single Variable Calculus with Vector Functions: Early Transcendentals for AP®, Stewart continues to set the standard for the course while adding carefully revised content. With both AP® review multiple choice and free response questions for the AB and BC exams written by AP® examination readers scattered throughout the text, students are introduced to the types of questions they will encounter on the exam. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Seventh Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence.</p> <p>Features Include: Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text to provide students with a convenient way to test their pre-existing knowledge and brush up on skill techniques they need to successfully begin the course. Stewart's writing style speaks clearly and directly to students, guiding them through key ideas, theorems, and problem-solving steps, and encouraging them to think as they read and learn calculus. Every concept is supported by thoughtfully worked examples and carefully chosen exercises. The text's clean, user-friendly design provides a clear presentation of calculus. The art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily. Stewart draws on physics, engineering, chemistry, biology, medicine, and social science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields. Stewart's text offers an extensive collection of more than 8,000 quality exercises; each set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. Comprehensive review sections follow each chapter and further support conceptual understanding. A "Concept Check" and "True/False Quiz" allow students to prepare for upcoming tests through ideas and skill-building. Collections of more challenging exercises, called "Problems Plus," reinforce concepts by requiring students to apply techniques from more than one chapter of the text. "Problems Plus" sections patiently show students how to approach a challenging problem. "PS" icons denoting problem-solving margin notes are aimed at increasing instructors' awareness of this important aspect of Stewart's approach.</p>					
	Single Variable Calculus ET, 7e Package: Student Edition +	Stewart	2012	11-12	9781305547421	

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	CourseMate (6-year Access)					
	Single Variable Calculus ET, 7e Package: VitalSource eBook + CourseMate (6-year Access)	Stewart	2012	11-12	9781305547469	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, Instructor's Guide	Stewart	2012	11-12	9780840054180	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, AP* Notetaking Guide	Stewart	2012	11-12	9780840058874	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, Study Guide, SV: ET, Volume 1	Stewart	2012	11-12	9780840054203	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, Student Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11-12	9780840049346	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, Fast Track to a 5 AP* Test-Prep Workbook	Stewart	2012	11-12	9780840058614	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, AP* Teacher's Resource Guide	Stewart	2012	11-12	9780840058577	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, Complete Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11-12	9780840049360	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, PowerLecture CD-ROM with ExamView Testing	Stewart	2012	11-12	9780840054210	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, Test Bank	Stewart	2012	11-12	9780840054197	
	Single Variable Calculus with Vector Functions, Early Transcendentals, 7/E, AP® Edition, AP* Teacher's Resource Guide and Lesson Plans on CD	Stewart	2012	11-12	9780840058898	
Cengage	Calculus, 10/E, AP® Edition	Larson	2014	11 -12	9781285060309	Core
	<p>Notes: The Calculus book is good. It contains topics through Calculus III so it offers chances for enrichment and advancement. The program is organized and progresses logically and is largely unchanged from other editions.</p> <p>Strengths: Extended topics organized, Online part for students, Teacher Binder, Teaching tips, quiz resources, power point lectures, exam view, good for starting teacher.</p> <p>Weaknesses: Could use more projects, weak on table use for approximating rates of change and Reimann sums.</p>					
	<p>Key Features:</p> <p>With a long history of innovation in the calculus market, this AP® edition of Larson's Calculus provides a pedagogically sound, comprehensive text book with trusted AP® review questions and new AP® Exam tips. The book and series has been widely praised by a generation of students and professors for its solid and effective pedagogy that addresses the needs of a broad range of teaching and learning styles and environments.</p> <p>Features include:</p> <p>Hints and tips, called "Remarks" in the book, reinforce and/or expand upon concepts.</p> <p>AP® Review Questions allow students to practice the type of questions encountered on the AP® exam while providing additional practice and review.</p> <p>Exercise sets have been carefully and extensively examined to ensure they are rigorous, relevant, and cover all topics suggested by our users. The exercises have been organized and titled so you can better see the connections between examples and exercises.</p> <p>Graded Homework Exercises: Online homework and tests are evaluated using powerful Maple software to ensure mathematical accuracy. Instructors control point values, weighting grades, and whether or not</p>					

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	<p>an item is graded. An electronic gradebook helps instructors manage course information easily and can be exported to other files, such as Excel.</p> <p>CAS Investigation: Many examples throughout the book are accompanied by CAS Investigations. These are collaborative investigations using a computer algebra system (e.g., Maple) to further explore the related example.</p> <p>Each Chapter Opener highlights five real-life applications of calculus found throughout the chapter. The applications reference the examples or exercises featured. You can find a full listing of the applications in the Index of Applications.</p> <p>The How Do You See It exercise in each section presents a problem that you will solve by visual inspection using the concepts learned in the lesson.</p> <p>LarsonCalculus.com - We've created a free website hosting valuable resources. At this website, you can access the following: Proof Videos – Watch co-author Bruce Edwards present theorems and explain their proofs. Calculus Videos – Watch Dana Mosely explain concepts of calculus. Interactive Examples – Explore examples using Wolfram's free CDF player (plug-in required). Rotatable Graphs – View and rotate three-dimensional graphs using Wolfram's free CDF player (plug-in required). Biographies – Read biographies of men and women who were instrumental in creating calculus. Web Appendices – Read the web-only appendices that accompany the text. Data Downloads – Use real data to solve problems.</p>					
	Calculus 10e 2014 ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	11-12	9781305547407	
	Calculus 10e 2014 ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	11-12	9781305547575	
	Calculus, 10/E, AP® Edition, Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041	
	Calculus, 10/E, AP® Edition, Fast Track to a 5 AP® Test Preparation Workbook	Larson	2014	11-12	9781285063263	
	Calculus, 10/E, AP® Edition, Student Solutions Manual, Volume 1 (Ch. P-11)	Larson	2014	11-12	9781285085715	
	Calculus, 10/E, AP® Edition, Student Solutions Manual, Volume 2 (Ch. 12-16)	Larson	2014	11-12	9781285085753	
	Calculus, 10/E, AP® Edition, AP® Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041	
	Calculus, 10/E, AP® Edition, Complete Solutions Guide, Volume 1 (Ch. P-5)	Larson	2014	11-12	9781285085760	
	Calculus, 10/E, AP® Edition, Complete Solutions Guide, Volume 2 (Ch. 6-11)	Larson	2014	11-12	9781285085777	
	Calculus, 10/E, AP® Edition, Complete Solutions Guide, Volume 3 (Ch. 12-16)	Larson	2014	11-12	9781285085807	
	Calculus, 10/E, AP® Edition, Test Bank	Larson	2014	11-12	9781285090597	
	Calculus, 10/E, AP® Edition, PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2014	11-12	9781285094458	
Cengage	Calculus: Early Transcendental Functions, 6/E, AP® Edition	Larson	2015	11-12	9781285775890	Core
	<p>Notes: Targets the AP requirements, but not to the depth that may be required to pass the AP test. This would mean that it makes a very good high school calculus textbook/course, but will require some supplementation to pass the AP test. It meets almost all the requirements of the standards.</p> <p>Course is written well for students and gives a good overall view of all topics. Materials appear very good for a Calculus course, but not overwhelmingly so. Book is recommended and would be even better with more problems and good use of supplementary materials. The supplementary materials provided are very good and make this a very easy to utilize text/course.</p> <p>Strengths: Readability and problems are excellent for grades 11-12 and the topic layout is very well done. This is an excellent text to give to a student who may need to work on his/her own. The text is very accessible, though a bit formal. This course builds up the levels of the students well and shows a logical progression. Examples are easy to follow and appropriate. Supplementary materials are excellent and easy to access. This book is designed very well for the high school student.</p> <p>Weaknesses: This course could use some higher level, rigorous questions designed with AP in mind. More AP questions can be gained from other materials outside of this program. More tables and charts in the homework would be beneficial.</p> <p>Key Features: Calculus: Early Transcendental Functions, AP® Edition, offers instructors and students innovative teaching and learning resources geared towards the AP® exam and filled with helpful AP® test taking preparation. The Larson team always has two main objectives: to develop precise, readable materials for students which clearly define and demonstrate concepts and rules of calculus; and to design comprehensive teaching resources for instructors that employ proven pedagogical techniques. Every edition from the first to the sixth of Calculus: Early Transcendental Functions has made the mastery of traditional calculus skills a priority, while embracing the best features of new technology and review.</p>					

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Features include:
Carefully chosen applied exercises and examples from diverse sources are included throughout to address the question, "When will I use this?"
Writing exercises at the end of each section are designed to test students' understanding of basic concepts and encourage them to verbalize answers in order to promote technical skills that will be invaluable in their future careers.
Theorems are clearly stated and separated from the rest of the text by boxes for quick visual reference to aid in understanding the conceptual framework of calculus.
As with theorems, definitions are clearly stated using precise, formal wording and are separated from the text by boxes for quick visual reference.
Historical notes provide students with background information on the foundations of calculus and the people who created calculus.
Projects provide an interesting and engaging way to encourage students to explore applications related to the topics they are studying and investigate ideas collaboratively.
Putnam Exam Questions appear in selected sections and are meant to challenge students and push them to the limits of their understanding of calculus.
Throughout the book, technology boxes show students how to use technology to solve problems and explore concepts of calculus.
How Do You See It?--The "How Do You See It?" feature in each section presents a real-life problem that students solve by visual inspection using the concepts learned in the lesson. This exercise is excellent for classroom discussion or test preparation.
Remark--These hints and tips reinforce or expand on concepts, help students learn how to study mathematics, caution students about common errors, address special cases, or show alternative or additional steps to a solution of an example.
Exercise Sets--The exercise sets have been carefully and extensively examined to ensure they are rigorous and relevant and include all topics our users have suggested. The exercises have been reorganized and titled so students can better see the connections between examples and exercises.
Multi-step, real-life exercises reinforce problem-solving skills and mastery of concepts by giving students the opportunity to apply the concepts in real-life situations.
LarsonCalculus.com--This robust companion website offers multiple tools and resources. Access to these features is free. Students can watch videos explaining concepts or proofs from the book, explore examples, view three-dimensional graphs, download articles from math journals, and much more!

Calculus: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11-12	9781305547377
Calculus: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11-12	9781305547544
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Teacher's Resource Guide	Larson	2015	11-12	9781285778365
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Fast Track to a 5 AP® Test Preparation Workbook	Larson	2015	11-12	9781285775920
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Student Solutions Manual	Larson	2015	11-12	9781285774800
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Study and Solutions Guide, Volume 1 (Ch. 1-10)	Larson	2015	11-12	9781285774800
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Complete Solutions Manual Volume 1	Larson	2015	11-12	9781285774817
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Complete Solutions Manual Volume 2	Larson	2015	11-12	9781285774824
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Complete Solutions Manual Volume 3	Larson	2015	11-12	9780547213026
Calculus: Early Transcendental Functions, 6/E, AP® Edition, Printed Test Bank	Larson	2015	11-12	9781285779072
Calculus: Early Transcendental Functions, 6/E, AP® Edition, PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2015	11-12	9781285085838
Calculus, 7/E, AP® Edition	Stewart	2012	11-12	9780840048219

Notes: Good high school calculus text, variety of problem types. Extra AP Practice problems needed, but supplementary resources provided. Good interactive textbook and online resources including video

Cengage

Core

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lectures, You Tube videos, wolfram access, practice quizzes and tests. Solid supplementary resources including teaching notes and additional examples. Opportunities for extended study through writing and discovery projects.
Strengths: Excellent supplementary materials, PowerPoint lectures, student study guide, AP practice book, online interactive textbook, TEC examples, teacher resource guide, projects for each unit- writing, applied, lab & discovery. AP Practice Problems- multiple choice and free response in each section.
Weaknesses: Examples in text are wordy and may be difficult for students to read & understand on their own. More AP exam questions would be helpful.

Key Features: In the Seventh Edition of Calculus for AP®, Stewart continues to set the standard for the course while adding carefully revised content. With both AP® review multiple choice and free response questions for the AB and BC exams written by AP® examination readers scattered throughout the text, students are introduced to the types of questions they will encounter on the exam. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Seventh Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence.

Features Include:

- Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text to provide students with a convenient way to test their pre-existing knowledge and brush up on skill techniques they need to successfully begin the course.
- Stewart's writing style speaks clearly and directly to students, guiding them through key ideas, theorems, and problem-solving steps, and encouraging them to think as they read and learn calculus.
- Every concept is supported by thoughtfully worked examples and carefully chosen exercises.
- The text's clean, user-friendly design provides a clear presentation of calculus. The art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily.
- Stewart draws on physics, engineering, chemistry, biology, medicine, and social science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields.
- Stewart's text offers an extensive collection of more than 8,000 quality exercises, each set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs.
- Comprehensive review sections follow each chapter and further support conceptual understanding. A "Concept Check" and "True/False Quiz" allow students to prepare for upcoming tests through ideas and skill-building.
- Collections of more challenging exercises, called "Problems Plus," reinforce concepts by requiring students to apply techniques from more than one chapter of the text. "Problems Plus" sections patiently show students how to approach a challenging problem.

"PS" icons denoting problem-solving margin notes are aimed at increasing instructors' awareness of this important aspect of Stewart's approach.

Calculus, 7e Package: Student Edition + CourseMate (6-year Access)	Stewart	2012	11-12	9781305547438
Calculus, 7e Package: VitalSource eBook + CourseMate (6-year Access)	Stewart	2012	11-12	9781305547476
Calculus, 7/E, AP® Edition, Instructor's Guide	Stewart	2012	11-12	9780840054074
Calculus, 7/E, AP® Teachers Resource Guide	Stewart	2012	11-12	9780840058065
Calculus, 7/E, AP® Edition, AP* Notetaking Guide	Stewart	2012	11-12	9780840058409
Calculus, 7/E, AP® Edition, Study Guide, Volume 1 (Single Variable)	Stewart	2012	11-12	9780840054098
Calculus, 7/E, AP® Edition, Study Guide, Volume 2 (Multivariable)	Stewart	2012	11-12	9780840054104
Calculus, 7/E, AP® Edition, Student Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11-12	9780840049490
Calculus, 7/E, AP® Edition, Student Solutions Manual, Volume 2 (Multivariable)	Stewart	2012	11-12	9780840049452
Calculus, 7/E, AP® Edition, Fast Track to a 5 AP* Test-Prep Workbook	Stewart	2012	11-12	9780840058300
Calculus, 7/E, AP® Edition, Complete Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11-12	9780840053022
Calculus, 7/E, AP® Edition, Complete Solutions Manual, Volume 2 (Multivariable)	Stewart	2012	11-12	9780840049476
Calculus, 7/E, AP® Edition, PowerLecture CD-ROM with ExamView Testing	Stewart	2012	11-12	9780840054142

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	Calculus, 7/E, AP® Edition, Test Bank	Stewart	2012	11-12	9780840054081	
	Calculus, 7/E, AP® Edition, AP* Teacher's Resource Guide and Lesson Plans on CD	Stewart	2012	11-12	9780840058423	
Cengage	Calculus Early Transcendentals, 7/E, AP® Edition	Stewart	2012	11- 12	9780840048257	Core
	<p>Notes: This is a good text for calculus, but lacks strength in the AP portion. I would recommend this text as a calculus book, but not as AP book. Text provides clear explanations but focused on lower level questioning with a lack of deep knowledge questions and practice. Practice questions and supplementation and therefore this would not be recommended as an AP calculus text. This would make a good concurrent textbook for a student taking a college credit class.</p> <p>AP questions at the end of each chapter, AP supplement with extra problems, Information about AP site.</p> <p>Strengths: This course is strong in questions and practice. Practice problems are excellent for class use and provide great repetition but are not overly deep. Explanations are clear but sometimes difficult for a learner on their own. Supplementary materials are good and support the text well. Text does not have the depth of knowledge requirement to provide students an opportunity to extend their abilities. More concentrated on the algorithms. This text requires a lot of supplementation. Vector format is not consistent with AP questions. (Not the vector text) Progression, Number of problems, Supplements, Clear examples.</p> <p>Weaknesses: Depth of some questions.</p> <p>Key Features: In the Seventh Edition of Calculus for AP®, Stewart continues to set the standard for the course while adding carefully revised content. With both AP® review multiple choice and free response questions for the AB and BC exams written by AP® examination readers scattered throughout the text, students are introduced to the types of questions they will encounter on the exam. The patient explanations, superb exercises, focus on problem solving, and carefully graded problem sets that have made Stewart's texts best-sellers continue to provide a strong foundation for the Seventh Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence.</p> <p>Features Include: Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text to provide students with a convenient way to test their pre-existing knowledge and brush up on skill techniques they need to successfully begin the course.</p> <p>Stewart's writing style speaks clearly and directly to students, guiding them through key ideas, theorems, and problem-solving steps, and encouraging them to think as they read and learn calculus.</p> <p>Every concept is supported by thoughtfully worked examples and carefully chosen exercises.</p> <p>The text's clean, user-friendly design provides a clear presentation of calculus. The art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily.</p> <p>Stewart draws on physics, engineering, chemistry, biology, medicine, and social science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields.</p> <p>Stewart's text offers an extensive collection of more than 8,000 quality exercises, each set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs.</p> <p>Comprehensive review sections follow each chapter and further support conceptual understanding. A "Concept Check" and "True/False Quiz" allow students to prepare for upcoming tests through ideas and skill-building.</p> <p>Collections of more challenging exercises, called "Problems Plus," reinforce concepts by requiring students to apply techniques from more than one chapter of the text. "Problems Plus" sections patiently show students how to approach a challenging problem.</p> <p>"PS" icons denoting problem-solving margin notes are aimed at increasing instructors' awareness of this important aspect of Stewart's approach.</p>					
	Calculus ET, 7e Package: Student Edition + CourseMate (6-year Access)	Stewart	2012	11-12	9781305547414	
	Calculus ET, 7e Package: VitalSource eBook + CourseMate (6-year Access)	Stewart	2012	11-12	9781305547452	
	Calculus Early Transcendentals, 7/E, AP® Edition, AP* Teacher's Resource Guide	Stewart	2012	11-12	9780840058577	
	Calculus Early Transcendentals, 7/E, AP® Edition, Instructor's Guide	Stewart	2012	11-12	9780840054180	
	Calculus Early Transcendentals, 7/E, AP® Edition, AP* Notetaking Guide	Stewart	2012	11-12	9780840058874	
	Calculus Early Transcendentals, 7/E, AP® Edition, Study Guide, SV: ET, Volume 1	Stewart	2012	11-12	9780840054203	
	Calculus Early Transcendentals, 7/E, AP® Edition, Study Guide, MV, Volume 2	Stewart	2012	11-12	9780840054104	
	Calculus Early Transcendentals, 7/E, AP® Edition, Student	Stewart	2012	11-12	9780840049346	

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	Solutions Manual, Volume 1 (Single Variable)					
	Calculus Early Transcendentals, 7/E, AP® Edition, Student Solutions Manual, Volume 2 (Multivariable)	Stewart	2012	11-12	9780840049452	
	Calculus Early Transcendentals, 7/E, AP® Edition, Fast Track to a 5 AP* Test-Prep Workbook	Stewart	2012	11-12	9780840058614	
	Calculus Early Transcendentals, 7/E, AP® Edition, Complete Solutions Manual, Volume 1 (Single Variable)	Stewart	2012	11-12	9780840049360	
	Calculus Early Transcendentals, 7/E, AP® Edition, Complete Solutions Manual, Volume 2 (Multivariable)	Stewart	2012	11-12	9780840049476	
	Calculus Early Transcendentals, 7/E, AP® Edition, PowerLecture CD-ROM with ExamView Testing	Stewart	2012	11-12	9780840054210	
	Calculus Early Transcendentals, 7/E, AP® Edition, Test Bank	Stewart	2012	11-12	9780840054197	
	Calculus Early Transcendentals, 7/E, AP® Edition, AP* Teacher's Resource Guide and Lesson Plans on CD	Stewart	2012	11-12	9780840058898	
Cengage	Introductory Technical Mathematics, 6/E	Peterson, Smith	2013	9- 12		(See PTE.)
	<p>Notes: Geared to PTE or CTE students. Wide range of general tech math topics and skills. Application problems are geared toward trade type programs such as welding, auto, construction, and machining. Includes application problems consisting of multi-step problems involving higher-level problem-solving and critical thinking.</p> <p>Strengths: Requires a mastery of basic skills with and without a calculator. Exposure to a variety of technical occupations. Up to date, Contains technology, Mobile device access, Includes basic statistics/spreadsheets. Many application problems requiring higher-level thinking.</p> <p>Weaknesses: Needs a teacher's edition. Needs more extensive test-making capabilities. Course-mate materials are not geared toward high school students . Not geared to directly relate to core standards in many cases. Some figures are not on the same page as examples. Very, very traditional. No objectives stated.</p> <p>Key Features: Practical, straightforward, and easy to understand, this hands-on text helps students build a solid understanding of math concepts through step-by-step examples and problems drawn from various occupations. Updated to include the most current information in the field, the sixth edition includes expanded coverage of topics such as estimation usage, spreadsheets, and energy-efficient electrical applications. Clear explanations pair with easy-to-follow procedural steps for solving examples. Written in a helpful, straightforward style, this text begins with simpler concepts and helps students work up to solving even the most complex problems. Illustrations accompany many of the problems and are modeled after those found in technical manuals and handbooks, emphasizing the relevance of mathematics concepts on the job. Coverage of statistics includes basic statistics as well as the statistical graphing techniques of bar, line, and circle graphs. Spreadsheet coverage now includes basic instruction for calculations, solving equations, graphing, and statistics. Estimation usage has been expanded throughout the text to help students understand whether or not an answer is reasonable. Instruction and examples are included for using digital micrometers and calipers.</p>					
Cengage	Financial Algebra: Advanced Algebra with Financial Applications	Gerver, Sgroi	2014	9-12	9781285444857	Component (See also PTE.)
	<p>Notes: Adequate ancillary materials. (No teacher edition.) Lesson design is sequential and consistent with clear examples, warm-up problems and check for understanding problems. Exercises are application type. Key terms are noted and defined for each lesson. Reality checks provide enrichment opportunities for research, projects, and guest speakers. Does a good job reviewing Algebra I concepts and providing a framework for applying those concepts to business and personal finance.</p> <p>Strengths: Up-to-date, objectives are clearly stated. Includes ELA "you write" problems, notes and key terms in lesson intros, Concise, organized lessons. Lessons are straight forward with adequate number of exercises and length of assignments. Uses technology, opportunities for using graphing calculators and spreadsheets.</p> <p>Weaknesses: Does not replace Algebra II. Contains no separate economics topics. Weak in geometry concepts.</p> <p>Key Features: Ideal for 3rd or 4th year math students, FINANCIAL ALGEBRA: ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS applies Algebra 1 concepts in practical business and personal finance contexts. Aligned to the Common Core State Standards, FINANCIAL ALGEBRA helps students achieve success by incorporating Algebra I, Algebra II, and Geometry topics. Authors Robert Gerver and Richard Sgroi have spent their 25+ year-careers teaching students of all ability levels and they have found the</p>					

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	<p>most success when math is connected to the real world. FINANCIAL ALGEBRA encourages students to be actively involved in applying mathematical ideas to their everyday life – credit, banking insurance, the stock market, independent living and more! Features include: Strong review of Algebra I formulas with variables, equations, functions, systems of equations, graphs, statistics, and more within a financial context your students can relate to. Students see algebra translated into powerful, financially focused, real world problems. Students see algebra at work within the most critical areas of finance. Students learn about investments, credit, automobile expenses, insurance, income tax, household budgeting, and more while gaining confidence in working with common algebraic functions. Emphasis on problem solving equips students with skills for life. Each chapter provides substantial opportunities to learn and apply a variety of problem solving strategies. Really? Really! Chapter Openers immediately capture student attention with fascinating topics that draw students into the chapter's content. Students conclude each chapter by revisiting the motivational topic. Proven applications at the end of each lesson require students to solve problems in a financial context. Real Numbers: You Write the Story strengthens students' skills in interpreting graphs as they examine a graph and write a story focused around the graph's information. Reality Check extends students' learning experience well beyond the classroom with specific suggestions for research, projects, and hands-on learning.</p>					
	Gerver, Sgroi	2014	9-12	9780538450195		
	Gerver, Sgroi	2014	9-12	9780538450188		
	Gerver, Sgroi	2014	9-12	9781111575991		
	Gerver, Sgroi	2014	9-12	9780538449700		
	Gerver, Sgroi	2014	9-12	9781111573638		
Cengage	Understanding Basic Statistics, 7/E	Brase, Brase	2016	9-12	9781305267251	Core
<p>Notes: This book handles many of the main ideas in statistics with less depth and analysis than an AP statistics program. The book meets the literacy/literacy/material requirements. This is a tough book for a new teacher to use. Strengths: Concise-lower reading level/readable, Contains material covering standards for Probability and Statistics Sections are color coded for student use. Weaknesses: Ideas are condensed, Book has huge gaps for new teachers, Weak on technology, Outdated images, Minimal practice.</p>						
<p>Key Features: Help students overcome their apprehension about statistics with Brase and Brase's UNDERSTANDING BASIC STATISTICS. This book offers instructors an effective way to teach the essentials of statistics, including early coverage of regression. Thorough yet abbreviated, the text helps students realize the real-world significance of statistics. The Seventh Edition addresses the growing importance of developing students' critical thinking and statistical literacy skills with critical thinking features and new exercises throughout the text. Features include: • Critical Thinking boxes at the end of most sections help students hone their critical thinking skills by providing additional clarification on specific statistical concepts as a safeguard against incorrect evaluation of information. • Interpretation boxes in several chapters help students refine their critical thinking and analysis skills by providing them with practice in explaining their statistical results in the context of a particular application. • "Expand Your Knowledge" problems present the geometric mean and the harmonic mean, moving averages, correlation of averages, odds for and odds against, uniform probability distribution, plus four methods for confidence intervals, probability of two confidence intervals, and serial correlation. • Bulleted chapter summaries make it easy for students to identify key concepts covered in a chapter and to review the material quickly and effectively when working on class assignments or preparing for a test. • Cumulative review problems appear after every third chapter and integrate concepts introduced in the previous set of chapters, allowing students to regularly reconsider the course material already covered and reinforce their understanding of key concepts. • "Focus Points" at the beginning of each section introduce the topics to be covered, allowing students to familiarize themselves with the main ideas in advance and focus their reading and studying. • "What Does . . . Tell Us?" and "Important Features of a . . ." provide brief, just-in-time summaries of key concepts.</p>						
	Brase, Brase	2016	9 to 12	9781305470637		
	Brase, Brase	2016	9 to 12	9781305470644		

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	+ Aplia + CourseMate (6-year access)					
	Understanding Basic Statistics, 7/E, Instructor's Annotated Edition	Brase, Brase	2016	9 to 12	9781305258785	
	Understanding Basic Statistics, 7/E, Student Solutions Manual	Brase, Brase	2016	9 to 12	9781305258792	
Cengage	Statistics: Learning from Data, AP® Edition	Peck, Olsen	2014	11 to 12	9781285085241	Core
<p>Notes: Some Basic but fundamental concepts are skimmed. There are a lot of topics that are briefly discussed, many of which are not in college board curriculum. This seems like a re-packaged "old school" book.</p> <p>Strengths: Covers most AP topics. Lots of practice. Activity tasks in each chapter. Separate manuals on tech, minilab, JMP, Excel TI. Good teacher resource binder. Good student solution manual. Examview test generator. Fast track to a 5 for AP Stats. Good AP test prep.</p> <p>Weaknesses: S.O.C.S.-Shape, Outlier, Center, Spread . . . There is very little mention of gaps and clusters. This is a non-negotiable.</p> <p>Reading level—Reading level is higher, very dense language. This will be hard for students that are ELL and other special populations.</p> <p>College Text—Pages read along as a college text. There are very few pictures with the exception of graphs that are related to exercise.</p> <p>Discussion—Little to no discussion prompts.</p> <p>Section Breaks—No section breaks, layout just runs together.</p> <p>Key Features: Statistics: Learning From Data, AP® Edition, written by the respected author team of Roxy Peck and Chris Olsen, offers an innovative approach to teaching and learning AP® Statistics, by tackling the areas that students struggle with most -- probability, hypothesis testing, and selecting an appropriate method of analysis. Students must master the computational aspect of descriptive and inferential statistic and also develop an understanding of the data analysis process at a conceptual level. Supported by learning objectives, real-data examples and exercises, and technology notes, this text guides students in gaining conceptual understanding, mechanical proficiency, and the ability to put knowledge into practice.</p> <p>Features include: The treatment of probability in this text is complete, including conditional probability and Bayes' Rule type probability calculations. However, it is presented with a new approach that eliminates the need for the symbolism and formulas, which are a roadblock for many students by using natural frequencies to reason about probability.</p> <p>Statistics: Learning from Data, has a simple, clean design that minimizes clutter and maximizes student understanding, instead of distract students like modern graphic "features" in textbooks.</p> <p>Chapter activities guide actively engage students' thinking about important ideas and concepts.</p> <p>The learning objectives explicitly state the expectations of the student, and are presented in three categories: Conceptual Understanding, Mastery of Mechanics, and Putting It into Practice.</p> <p>Each chapter opens with a Preview and Preview Example that provide motivation for studying the concepts and methods introduced in the chapter. They address why the material is worth learning, the conceptual foundation for the methods covered, and connect to what the student already knows.</p> <p>The exercises and examples that incorporate real data are a particular strength of this text. Extracting and using data from journal articles, newspapers, and other published sources, the exercises cover a wide range of disciplines and subject areas of interest to today's student.</p> <p>"Are You Ready to Move On?" questions serve as a comprehensive end-of-chapter review and allow students to confirm that they have achieved the chapter learning objectives.</p> <p>Chapter 7 provides an overview of statistical inference, focusing on the things students need to think about in order to select an appropriate method of analysis. Discussing these considerations up front in the form of four key questions that need to be answered before choosing an inference method makes it easier for students to make correct choices.</p> <p>Real-Data Algorithmic Sampling Exercises give each student a different random sample of data from a population to answer questions off of the companion website. These unique exercises are designed to teach about sampling variability and provide a vehicle for rich classroom discussions of this important statistical concept.</p>						
	Statistics: Learning from Data, 1e Package: Student Edition + Aplia + CourseMate (6-year access)	Peck, Olsen	2014	11-12	9781305470309	
	Statistics: Learning from Data, 1e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Peck, Olsen	2014	11-12	9781305470316	
	Statistics: Learning from Data, AP® Edition, Teacher's Edition	Peck, Olsen	2014	11-12	9781285087153	
	Statistics: Learning from Data, AP® Edition, Student Solutions Manual	Peck, Olsen	2014	11-12	9781285089836	
	Statistics: Learning from Data, AP® Edition, JMP Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164700	
	Statistics: Learning from Data, AP® Edition, Minitab Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164670	

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	Statistics: Learning from Data, AP® Edition, SPSS Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164687	
	Statistics: Learning from Data, AP® Edition, TI Calculator Manual for Students	Peck, Olsen	2014	11-12	9781285164748	
	Statistics: Learning from Data, AP® Edition, Excel Technology Manual for Statistics	Peck, Olsen	2014	11-12	9781285164816	
	Statistics: Learning from Data, AP® Edition, Fast Track to a 5 AP® Test Preparation Workbook	Peck, Olsen	2014	11-12	9781285094649	
	Statistics: Learning from Data, AP® Edition, Teacher's Resource Guide	Peck, Olsen	2014	11-12	9781285738147	
	Statistics: Learning from Data, AP® Edition, PowerLecture DVD-ROM with ExamView® Test Generator	Peck, Olsen	2014	11-12	9781285734378	
Cengage	Introduction to Statistics and Data Analysis, 5/E, AP® Edition	Peck, Olsen, Devore	2016	11-12	9781305267244	Core
	Notes: Good statistics book. Definitely for college bound students. Strengths: Interesting topics, Chapter preview, Activities every chapter, Lots of tech application, Learning objectives at the beginning of each chapter, Great deep thinking/ analyzing/questions. Weaknesses: Lots of reading –definitely college bound text, No math practice.					
	Key Features: Roxy Peck, Chris Olsen, and Jay Devore's new edition uses real data and attention-grabbing examples to introduce students to the study of statistics and data analysis. Traditional in structure yet modern in approach, this text guides students through an intuition-based learning process that stresses interpretation and communication of statistical information. Simple notation--including frequent substitution of words for symbols--helps students grasp concepts and cement their comprehension. Hands-on activities and interactive applets allow students to practice statistics firsthand. INTRODUCTION TO STATISTICS AND DATA ANALYSIS includes coverage of most major technologies, as well as expanded coverage of probability. Supporting the AP® Statistics exam, the text includes AP® multiple choice and free response questions that allow students to check their understanding, as well as AP® Tips that highlight important AP® material or procedures. <u>Features include:</u> Real data gives students authentic scenarios that help them understand statistical concepts in relevant, interesting contexts. The book emphasizes graphical display as a necessary component of data analysis and provides broad coverage of sampling, survey design, experimental design and transformations, and nonlinear regression. The role of the computer in contemporary statistics is highlighted through numerous printouts and exercises that can be solved using the computer. "Interpreting and Communicating the Results of Statistical Analysis" sections, which emphasize the importance of being able to interpret statistical output and communicate its meaning to non-statisticians, have assignable end-of-section questions associated with them. Several Java™ applets, used in conjunction with activities that appear at the end of the chapter, provide visual insight into statistical concepts. Chapter-ending Technology Notes on JMP, Minitab, SPSS, Microsoft Excel 2007, TI-83/84, and TI-nspire provide helpful hints and guidance on completing tasks associated with a particular chapter, as well as display screens to help students visualize and better understand the steps. Helpful hints in exercises that direct students to relevant examples in the text help students who may be having trouble getting started. Margin Notes, including "Understanding the context," "Consider the data," "Formulate a plan," "Do the work," and "Interpret the results" appear in appropriate places in the examples to highlight the importance of context and to increase student awareness of the steps in the data analysis process.					
	Introduction to Statistics and Data Analysis, 5e Package: Student Edition + Aplia + CourseMate (6-year access)	Peck, Olsen, Devore	2016	11-12	9781305470590	
	Introduction to Statistics and Data Analysis, 5e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Peck, Olsen, Devore	2016	11-12	9781305470606	
	Introduction to Statistics and Data Analysis, 5/E, AP® Edition, Instructor's Annotated Edition	Peck, Olsen, Devore	2016	11-12	9781305252523	
	Introduction to Statistics and Data Analysis, 5/E, AP® Edition, Fast Track to a 5 Test Preparation Workbook	Peck, Olsen, Devore	2016	11-12	9781305266049	
	Introduction to Statistics and Data Analysis, 5/E, AP® Edition, Student Solutions Manual	Peck, Olsen, Devore	2016	11-12	9781305265820	
	Introduction to Statistics and Data Analysis, 5/E, AP® Edition, Teacher's Resource Binder with	Peck, Olsen, Devore	2016	11-12	9781305266056	

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	CD-ROM					
	Introduction to Statistics and Data Analysis, 5/E, AP® Edition, PowerLecture CD-ROM with ExamView	Peck, Olsen, Devore	2016	11-12	9781305266087	
Cengage	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition	Brase, Brase	2015	11-12	9781285463063	Core
	Notes: Better than average, technology is lacking, Very limited simulation, Order is questionable. Strengths: Real world application. Critical thinking feature, Provides opportunity demo literacy, Note taking guide, Writing projects, Group projects, Ebook, Incorporates technology. Weaknesses: Lack of AP prep, No math practices, Procedure heavy, Traditional (some low-level thinking), Outdated pictures, Teacher resources limited.					
	Key Features: Understandable Statistics: Concepts and Methods, for AP®, is a thorough yet accessible program designed to help students overcome their apprehensions about statistics. Statistical methods are thoughtfully presented with a focus on understanding both the suitability of the method and the meaning of the result. The eleventh edition continues to address the importance of developing students' critical-thinking and statistical literacy as well as preparing them and building confidence leading up to the AP® Exam. Features include: Updated real-world applications throughout the text include new examples from a variety of disciplines. Problems featuring basic computation and using small data sets give students the chance to appreciate the formulas and mathematical processes that their calculators accomplish for them--and help them to better understand what the end result means. The "Looking Ahead" feature gives students a taste of forthcoming topics--showing them how the concepts and skills they're reading about will be useful in helping them grasp material covered later. The "Critical Thinking" feature provides additional clarification on specific concepts, such as what tests are appropriate for what situations, what assumptions need to be made, what biases may affect the results, and when conclusions are justified. "Statistical Literacy Problems" in every section and problem set test understanding of terminology, statistical methods, and the appropriate conditions for use of the different processes. "Writing Projects" test both statistical literacy and critical thinking by asking students to express their understanding in words. "What Does . . . Tell Us?" and "Important Features of a . . ." provide brief just-in-time summaries of key concepts.					
	Understandable Statistics: Concepts and Methods, 11e Package: Student Edition + Aplia + CourseMate (6-year access)	Brase, Brase	2015	11 to 12	9781305470064	
	Understandable Statistics: Concepts and Methods, 11e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Brase, Brase	2015	11 to 12	9781305470071	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, Instructor's Annotated Edition	Brase, Brase	2015	11 to 12	9781285462820	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, Notetaking Guide	Brase, Brase	2015	11 to 12	9781285464190	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, Student Solutions Manual	Brase, Brase	2015	11 to 12	9781285462837	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, Fast Track to a 5 AP® Test Preparation Workbook	Brase, Brase	2015	11 to 12	9781285464077	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, Teacher's Resource Manual	Brase, Brase	2015	11 to 12	9781285463179	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, PowerLecture CD-ROM with ExamView® Test Generator	Brase, Brase	2015	11 to 12	9781285462851	
	Understandable Statistics: Concepts and Methods, 11/E, AP® Edition, DVD Program	Brase, Brase	2015	11 to 12	9781285462844	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
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CPM Educational Program	Core Connections, Course 1-3, Hardbound w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6-8		Other	
	Notes: Conceptual Understanding- High levels of thinking. Tight spiral of standards- maybe a bit too repetitive. Literacy standards are evident. Strengths: Online tools, parent support for homework practice, varied assessment, teacher choice for assessment, questions allow for professional discretion. Weaknesses: Procedural fluency and skill may have excessive practice.						
	Key Features: Teaching strategies are based solidly on the methodological research in teaching mathematics: Students should engage in problem-based lessons structured around a core idea; Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse; Practice with concepts and procedures should be spaced over time. CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. Course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). On a daily basis, students employ problem-solving strategies, question, investigate, analyze critically, and gather and construct evidence, often in everyday contexts. The problem-based nature of each lesson provides guided, purposeful work that supports deep conceptual understanding of the mathematical objective. Students communicate rigorous arguments to justify their thinking and understanding, both formally and informally, whether they are writing or speaking out loud. Fluency in skills is built coherently into the class work and homework, not clumped together in sets of dissociated facts. The problems are non-routine (encouraging-application and extension), team-worthy (requiring reasoning and collaboration), engaging (leading to a more positive disposition toward mathematics), and ask for a variety of outcomes (reports, diagrams, models, and presentations). The curriculum is accessible to all students, including "traditionally struggling" students and "accelerated" students. Universal access and the ability to differentiate instruction are strengths of the course.						
	Core Connections, Course 1, Hardbound w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-194-2		
	Core Connections, Course 1, Softbound Set w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-193-5		
	Core Connections, Course 1, 8yr Student Internet-Based eBook License w/Toolkit	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-205-5		
	Core Connections, Course 1, Teacher Edition Bundle w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-196-6		
	Core Connections, Course 1, Teacher eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-118-8		
	Core Connections, Course 1, Toolkit	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-094-5		
	Core Connections, Course 1, Blackline Master	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-199-7		
	Core Connections, Courses 1-3 Parent Guide with Extra Practice	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-093-6		
	Core Connections, Course 1, Spanish Softbound Set 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-367-0		
	Core Connections, Course 1, 8yr Spanish Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-380-9		
	Core Connections, Course 1, Blackline Master, Spanish	Dietiker, Hoey, Kysh, Sallee	2013	6	978-1-60328-386-1		
AlgebraModels (Algebra Tiles)			6	978-1-60328-013-6			
CPM Educational Program	Core Connections, Course 2, Hardbound w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-207-9	Other	
	Notes: See notes above.						
	Key Features: See Key Features above.						
	Core Connections, Course 2, Softbound Set w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-206-2		
	Core Connections, Course 2, 8yr Student Internet-Based eBook License w/Toolkit	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-205-5		

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	Core Connections, Course 2, Teacher Edition Bundle w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-209-3		
	Core Connections, Course 2, Teacher Edition 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-119-5		
	Core Connections, Course 2, Toolkit	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-095-2		
	Core Connections, Course 2, Blackline Master	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-212-3		
	Core Connections, Courses 1-3 Parent Guide with Extra Practice	Dietiker, Hoey, Kysh, Sallee	2013	7-Jan	978-1-60328-093-6		
	Core Connections, Course 2, Spanish Softbound Set 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-371-7		
	Core Connections, Course 2, 8yr Spanish Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-382-3		
	Core Connections, Course 2, Blackline Master, Spanish	Dietiker, Hoey, Kysh, Sallee	2013	7	978-1-60328-387-8		
	AlgebraModels (Algebra Tiles)			7	978-1-60328-013-6		
	Connections Integer Tiles			7	978-1-60328-051-8		
CPM Educational Program	Core Connections, Course 3, Hardbound w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-221-5	Other	
	Notes: See notes above.						
	Key Features: See Key Features above.						
	Core Connections, Course 3, Softbound Set w/ Toolkit & 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-220-8		
	Core Connections, Course 3, 8yr Student Internet-Based eBook License w/Toolkit	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-218-5		
	Core Connections, Course 3, Teacher Edition Bundle w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-223-9		
	Core Connections, Course 3, Teacher Edition eBook License	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-120-1		
	Core Connections, Course 3, Toolkit	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-096-9		
	Core Connections, Course 3, Blackline Master	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-226-0		
	Core Connections, Courses 1-3 Parent Guide with Extra Practice	Dietiker, Hoey, Kysh, Sallee	2013	8-Jan	978-1-60328-093-6		
	Core Connections, Course 3, Spanish Softbound Set 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-375-5		
	Core Connections, Course 3, 8yr Spanish Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-384-7		
	Core Connections, Course 3, Blackline Master, Spanish	Dietiker, Hoey, Kysh, Sallee	2013	8	978-1-60328-388-5		
	AlgebraModels (Algebra Tiles)			8	978-1-60328-013-6		
CPM Educational Program	Core Connections Integrated I, II, III Hardbound w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS		Other	
	Notes: Strengths: group work oriented, multitude of contextual problems, opportunities for discourse, concepts never go away- they are consistently revisited in homework sets, unit closure and portfolio ideas. There are good opportunities for student reflection. In the hands of an experienced teacher, opportunities to make connections are very prevalent. Unskilled teachers, however, may struggle to explicate the BIG PICTURE. Homework sets should be used with fidelity and possibly supplemented to gain fluency. Weaknesses: UNIT level needs to be more coherently focused on the content standards being explored in the unit.						

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	<p>Needs more enactive (manipulative-based) and iconic REINVENTION of big mathematical ideas. Too often, symbolic results are just given to students for use. The program needs more rigor to balance the low-level accessibility of the tasks...more questions that push depth. Arrangement of content feels very choppy and erratic i.e. trig and probability seem very disjointed. Treatment of proof is insufficient, especially with quadrilaterals. MP7 "Look for and make use of structure" could be addressed more.</p>					
	<p>Key Features: Teaching strategies are based solidly on the methodological research in teaching mathematics: Students should engage in problem-based lessons structured around a core idea; Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse; Practice with concepts and procedures should be spaced over time. CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. Course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). On a daily basis, students employ problem-solving strategies, question, investigate, analyze critically, and gather and construct evidence, often in everyday contexts. The problem-based nature of each lesson provides guided, purposeful work that supports deep conceptual understanding of the mathematical objective. Students communicate rigorous arguments to justify their thinking and understanding, both formally and informally, whether they are writing or speaking out loud. Fluency in skills is built coherently into the class work and homework, not clumped together in sets of dissociated facts. The problems are non-routine (encouraging-application and extension), team-worthy (requiring reasoning and collaboration), engaging (leading to a more positive disposition toward mathematics), and ask for a variety of outcomes (reports, diagrams, models, and presentations). The curriculum is accessible to all students, including "traditionally struggling" students and "accelerated" students. Universal access and the ability to differentiate instruction are strengths of the course. Students that successfully complete all lessons of CPM <i>Algebra 2</i> or CPM <i>Integrated III</i>, will be prepared for CPM <i>AP Calculus AB/BC</i> without the need for a precalculus course.</p>					
	Core Connections Integrated I, Hardbound w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-322-9	
	Core Connections Integrated I, Softbound Set w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-319-9	
	Core Connections Integrated I, 8yr Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-324-3	
	Core Connections Integrated I, Teacher Edition Bundle w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-326-7	
	Core Connections Integrated I, Teacher Edition 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-328-1	
	Core Connections Integrated I, Blackline Master	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-330-4	
	Core Connections Integrated I Parent Guide with Extra Practice	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-329-3	
	Core Connections Integrated I, Spanish Softbound Set 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-425-7	
	Core Connections Integrated I, 8yr Spanish Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-429-5	
	Core Connections Integrated I, Blackline Master, Spanish	Dietiker, Hoey, Kysh, Sallee	2014	HS	978-1-60328-431-8	
	Algebra 2Models (Algebra 2 Tiles)			HS	978-1-60328-013-6	
CPM Educational Program	Core Connections Integrated II, Hardbound w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-347-2	Other
	Notes: See notes above.					
	Key Features: See Key Features above.					
	Core Connections Integrated II, Softbound Set w 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-344-1	
	Core Connections Integrated II, 8yr Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-349-6	
	Core Connections Integrated II, Teacher Edition Bundle w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-351-9	

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	Core Connections Integrated II, Teacher Edition 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-355-7		
	Core Connections Integrated II, Blackline Master	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-357-1		
	Core Connections Integrated II Parent Guide with Extra Practice	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-356-0		
	Core Connections Integrated II, Spanish Softbound Set w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-432-5		
	Core Connections Integrated II, 8yr Spanish Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-436-3		
	Core Connections Integrated II, Blackline Master, Spanish	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-438-7		
CPM Educational Program	Core Connections Integrated III, Hardbound w/ 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-392-2	Other	
	Notes: See notes above.						
	Key Features: See Key Features above.						
	Core Connections Integrated III, Softbound Set w/ 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-389-2		
	Core Connections Integrated III, 8yr Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-394-6		
	Core Connections Integrated III, Teacher Edition Bundle w/8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-396-0		
	Core Connections Integrated III, Teacher Edition 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-400-4		
	Core Connections Integrated III, Blackline Master	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-402-8		
	Core Connections Integrated III Parent Guide with Extra Practice	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-401-		
	Core Connections Integrated III, Spanish Softbound Set 8yr eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-439-4		
	Core Connections Integrated III, 8yr Spanish Student Internet-Based eBook License	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-443-1		
	Core Connections Integrated III, Blackline Master, Spanish	Dietiker, Hoey, Kysh, Sallee	2015	HS	978-1-60328-445-5		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	K-8		
	<p>Key Features: <i>Ready® Common Core</i> is a rigorous, on-grade level instruction and practice program for mathematics that fully prepares students for the Idaho Core State Standards (CCSS) for Mathematics. Highly supportive for students, <i>Ready</i> also provides teachers of all backgrounds and experience levels with step-by-step, point-of-use professional development to teach the standards most effectively. Built with all new content that Curriculum Associates wrote specifically for the Common Core, <i>Ready Common Core Math</i> reflects the Common Core Publishers' Criteria, learning progression documents, and the latest guidance from the Smarter Balanced Assessment Consortium. Provides print and online resources (including interactive whiteboard lessons) to differentiate instruction.</p> <p>Has the rigor needed to teach and assess the CCSS. <i>Ready Common Core</i> Depth of Knowledge (DOK) item distributions are based on item specifications from Smarter Balanced and were evaluated using the Smarter Balanced Cognitive Rigor Matrix. There is a natural progression within the <i>Ready</i> lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).</p> <p>Prepares students for more complex assessment items with full-length practice tests and interim assessments that include writing performance tasks.</p> <p>Offers a comprehensive <i>Teacher Resource Book</i> that supports teachers of all experience levels with point-of-impact professional learning—every page delivers critical background knowledge (including the Common Core learning progression and prerequisite skills).</p> <p>Embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom</p>					

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	discussions, interactive writing, listening, and media activities to encourage real-world connections, and opportunities for students to explain their thinking and demonstrate their understanding of concepts—and explicit guidance on diagnosing student needs and differentiating instruction for a diverse range of learners (including English language learners) and learning styles.					
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	K	9780760988541	Other
	Notes: Assessments have limited variety of testing choices throughout the year. Formative test is on last page of student practice which is only page students truly practice independently. Lacks rigor in mastery of the skills. Strengths: Very focused program. May be used as a slower paced program for low achieving students. Program designed to work an entire week on a skill. Would be a great remediation program. Very easy to follow lessons. Each standard is a lesson so any student weakness can easily be found and practiced. Weaknesses: Does not have a parent/home connection in K-1. The suggestion to use pages from the Practice and Problem Solving as homework would give limited extra practice pages for the classroom.					
	Key Features: See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014	K	9781495711046	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	K	9780760988664	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014	K	9781495711053	
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	K	9780760996799	
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	K	9780760988602	
Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	K	9780760988626		
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	1	9780760988558	Other
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014		9781495711060	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014		9780760988671	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014		9781495711077	
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	1	9780760996805	
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	1	9780760988619	
Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	1	9780760988633		
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	2	9780760986370	Other
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014		9781495711084	
	Ready Common Core Mathematics Student Instruction	Curriculum Associates	2014	2	9780760999226	

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	book and Math Practice Problem Solving Book, 1 yr					
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014			9781495711091
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr	Curriculum Associates	2014			9780760999479
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014			9781495711107
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	2		9780760996812
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	2		9780760992234
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	2		9780760991053
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	2		9780760995921
	Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	2		9780760991060
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	3		9780760986387
	Notes: Standards are addressed and practice standards are included throughout. The learning progression makes sense and is explained in the TE. Concepts are built upon conceptually and then abstractly. Could be used as supplemental or intervention material. Strengths: Standards covered, math practice standards included, detailed teacher directions including some step by step processes, frequent & thorough assessments. Weaknesses: Lessons are written for 30-45 minutes per day, limited fluency practice, no use of manipulatives.					
	See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014			9781495711114
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 yr	Curriculum Associates	2014			9780760999233
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014			9781495711121
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr	Curriculum Associates	2014			9780760999486
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014			9781495711138
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	3		9780760996829
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	3		9780760992241
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	3		9780760986592
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	3		9780760995938
	Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	3		9780760986660
						Other

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Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	4	9780760986394	Other
	Notes: See notes for grades 3-5 above.					
	Key Features: See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014	4	9781495711145	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 yr	Curriculum Associates	2014	4	9780760999240	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014	4	9781495711152	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr	Curriculum Associates	2014	4	9780760999493	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014	4	9781495711169	
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	4	9780760996836	
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	4	9780760992258	
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	4	9780760986608	
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	4	9780760995945	
Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	4	9780760986677		
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	5	9780760986400	Other
	Notes: See notes for grades 3-5 above.					
	Key Features: See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014	5	9781495711176	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 yr	Curriculum Associates	2014	5	9780760999257	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014	5	9781495711183	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr	Curriculum Associates	2014	5	9780760999509	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014	5	9781495711190	
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	5	9780760996843	
	Ready Common Core Math	Curriculum	2014	5	9780760992265	

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	Practice Problem Solving Book	Associates				
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	5	9780760986615	
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	5	9780760995952	
	Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	5	9780760986684	
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	6	9780760986417	Other
	Notes: This program mirrors the standards and uses them very closely, almost as a guide. Strengths: Lots of procedural fluency and skills practice. Good supplemental resources. Weaknesses: Not strong building of conceptual understanding. Application and performance tasks are replications of practice and predictable responses.					
	Key Features: See Key Features above.					
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014	6	9781495711206	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 yr	Curriculum Associates	2014	6	9781495705076	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014	6	9781495711213	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr	Curriculum Associates	2014	6	9781495704956	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014	6	9781495711220	
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	6	9780760996850	
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	6	9781495704833	
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	6	9780760986622	
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	6	9781495704864	
	Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	6	9780760986691	
	Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	7	9780760986424
Notes: See notes for grades 6-8 above.						
Key Features: See Key Features above.						
Ready Common Core Mathematics Student Instruction book, 6 year fulfillment		Curriculum Associates	2014	7	9781495711237	
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 yr		Curriculum Associates	2014	7	9781495705083	
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment		Curriculum Associates	2014	7	9781495711244	
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr		Curriculum Associates	2014	7	9781495704963	

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	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014	7	9781495711251		
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	7	9780760996867		
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	7	9781495704840		
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	7	9780760986639		
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	7	9781495704871		
	Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	7	9780760986707		
Curriculum Associates LLC	Ready Common Core Mathematics Student Instruction book	Curriculum Associates	2014	8	9780760986431	Other	
	Notes: See notes for grades 6-8 above.						
	Key Features: See Key Features above.						
	Ready Common Core Mathematics Student Instruction book, 6 year fulfillment	Curriculum Associates	2014	8	9781495711268		
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 yr	Curriculum Associates	2014	8	9781495705090		
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 6 year fulfillment	Curriculum Associates	2014	8	9781495711275		
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 1 yr	Curriculum Associates	2014	8	9781495704970		
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book and SBAC Assessment Workbook, 6 year fulfillment	Curriculum Associates	2014	8	9781495711282		
	Ready Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	8	9780760996874		
	Ready Common Core Math Practice Problem Solving Book	Curriculum Associates	2014	8	9781495704857		
	Ready Common Core Math SBAC Assessment Workbook	Curriculum Associates	2014	8	9780760986646		
	Ready Common Core Math Practice Problem Solving Book TG	Curriculum Associates	2014	8	9781495704888		
	Ready Common Core Math SBAC Assessment Workbook TG	Curriculum Associates	2014	8	9780760986714		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Discovery Education	Discovery Education Math Techbook: Grade 6	Vennebush, Rosen, Robinson, Bardige	2015	6	9781618287434	Other
Notes: Easy to navigate, very engaging with high interest graphics, good investigations, all standards met, and all mathematical practices met. Strengths: Math tools and whiteboard are helpful and appropriate. Interactive glossary with animations & videos. Investigations involve small group work, make conjectures, create arguments, etc. Good parent letters. Model lessons include objectives, essential questions, and enduring understandings and are easy to follow. There is a thorough teacher preparation section. Coach and practices problems provide immediate feedback and video tutorials if needed. Unit summary provides information that should have been covered. Good review or study guide, which is also helpful to parents. Apply tab has real-world						

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	<p>applications with a lot of higher order thinking questions. Teacher gets immediate feedback on student responses. Includes wrong answer explanation of misconceptions and errors. Weaknesses: Unit tests only 10 questions. No pre-test, mid-unit quizzes, or question bank for teachers to create their own assessments. Some outdated video tutorials or are low interest. Standards are more stand alone. They should build on each other. Not a lot for differentiation, especially for those who need to be challenged. Also weak in differentiation for struggling students. EL support is lacking. Need more rigorous tasks.</p>					
	<p>Key Features: Discovery Education Math Techbook: Grade 6 is built from the ground-up to be a unique, web-based teaching and learning tool that is built on the Common Core framework. Unlike other digital math programs that are converted from existing textbooks, Math Techbook™ takes full advantage of digital capabilities to offer multimodal resources that transform teaching and learning. Discovery quality video and other resources provide problems worth solving in a real world context that has relevance to students. Technology Enhanced Item functionality is utilized in both the instructional and assessment areas of Math Techbook™ to provide a deeper assessment of conceptualization and application. Incorporated into the inquiry-based approach to mathematics is a powerful monitoring dashboard that captures student responses as students explore mathematics concepts. Teachers can use this dashboard both as a monitoring and teacher response tool and as a teaching tool, sharing student responses anonymously for class discussion. Powerful yet simple-to-use, Math Techbook™ saves teachers time and provide on-going support as they transition to digital. In each mathematics concept within a unit, Discovery Education Math Techbook™ elevates student achievement through a focus on the three aspects of rigor in mathematics: I. Conceptualization: In the Discover phase, students are challenged to collaboratively and individually solve real-world problems as they build their conceptual understanding with guidance from the teacher. Problems are presented through text, video, and problem-solving interactives. Math tools, such as whiteboards and equation generators, are readily available for students and teachers to use. Student responses are monitored in the teacher dashboard, but scoring is not done in this phase so that students have a low-risk opportunity to solve the problems themselves. II. Fluency: In the Practice phase, students first take on practice problems in a Coach area in which they are provided with feedback on their responses to ensure mastery. They then move on to a Play area that provides practice exercises in a gamification mode. Student responses are monitored in the teacher dashboard and progress is recorded. III. Application: Students move on to an Apply phase in which they apply skills and conceptualization to solve challenging real-world problems. Teachers monitor and score these responses using a scoring rubric. Each unit includes a unit assessment that utilizes technology enhanced items as well as more traditional selected response items.</p>					
	Discovery Education Math Techbook: Professional Development	NA	2015	6	9781618289209	
Discovery Education	Discovery Education Math Techbook: Grade 7	Vennebush, Rosen, Robinson, Bardige	2015	7	9781618287441	Other
	<p>Notes: See notes for grades 6-8 above.</p>					
	<p>Key Features: Discovery Education Math Techbook: Grade 7 is built from the ground-up to be a unique, web-based teaching and learning tool that is built on the Common Core framework. Unlike other digital math programs that are converted from existing textbooks, Math Techbook™ takes full advantage of digital capabilities to offer multimodal resources that transform teaching and learning. Discovery quality video and other resources provide problems worth solving in a real world context that has relevance to students. Technology Enhanced Item functionality is utilized in both the instructional and assessment areas of Math Techbook™ to provide a deeper assessment of conceptualization and application. Incorporated into the inquiry-based approach to mathematics is a powerful monitoring dashboard that captures student responses as students explore mathematics concepts. Teachers can use this dashboard both as a monitoring and teacher response tool and as a teaching tool, sharing student responses anonymously for class discussion. Powerful yet simple-to-use, Math Techbook™ saves teachers time and provide on-going support as they transition to digital. In each mathematics concept within a unit, Discovery Education Math Techbook™ elevates student achievement through a focus on the three aspects of rigor in mathematics: I. Conceptualization: In the Discover phase, students are challenged to collaboratively and individually solve real-world problems as they build their conceptual understanding with guidance from the teacher. Problems are presented through text, video, and problem-solving interactives. Math tools, such as whiteboards and equation generators, are readily available for students and teachers to use. Student responses are monitored in the teacher dashboard, but scoring is not done in this phase so that students have a low-risk opportunity to solve the problems themselves. II. Fluency: In the Practice phase, students first take on practice problems in a Coach area in which they are provided with feedback on their responses to ensure mastery. They then move on to a Play area that provides practice exercises in a gamification mode. Student responses are monitored in the teacher dashboard and progress is recorded. III. Application: Students move on to an Apply phase in which they apply skills and conceptualization to solve challenging real-world problems. Teachers monitor and score these responses using a scoring rubric. Each unit includes a unit assessment that utilizes technology enhanced items as well as more traditional selected response items.</p>					
	Discovery Education Math Techbook: Professional Development	NA	2015	7	9781618289209	

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Discovery Education	Discovery Education Math Techbook: Grade 8	Vennebush, Rosen, Robinson, Bardige	2015	8	9781618287458	Other
	Notes: See notes for grades 6-8 above.					
	<p>Key Features: Discovery Education Math Techbook: Grade 8 is built from the ground-up to be a unique, web-based teaching and learning tool that is built on the Common Core framework. Unlike other digital math programs that are converted from existing textbooks, Math Techbook™ takes full advantage of digital capabilities to offer multimodal resources that transform teaching and learning. Discovery quality video and other resources provide problems worth solving in a real world context that has relevance to students. Technology Enhanced Item functionality is utilized in both the instructional and assessment areas of Math Techbook™ to provide a deeper assessment of conceptualization and application. Incorporated into the inquiry-based approach to mathematics is a powerful monitoring dashboard that captures student responses as students explore mathematics concepts. Teachers can use this dashboard both as a monitoring and teacher response tool and as a teaching tool, sharing student responses anonymously for class discussion. Powerful yet simple-to-use, Math Techbook™ saves teachers time and provide on-going support as they transition to digital. In each mathematics concept within a unit, Discovery Education Math Techbook™ elevates student achievement through a focus on the three aspects of rigor in mathematics:</p> <p>I. Conceptualization: In the Discover phase, students are challenged to collaboratively and individually solve real-world problems as they build their conceptual understanding with guidance from the teacher. Problems are presented through text, video, and problem-solving interactives. Math tools, such as whiteboards and equation generators, are readily available for students and teachers to use. Student responses are monitored in the teacher dashboard, but scoring is not done in this phase so that students have a low-risk opportunity to solve the problems themselves.</p> <p>II. Fluency: In the Practice phase, students first take on practice problems in a Coach area in which they are provided with feedback on their responses to ensure mastery. They then move on to a Play area that provides practice exercises in a gamification mode. Student responses are monitored in the teacher dashboard and progress is recorded.</p> <p>III. Application: Students move on to an Apply phase in which they apply skills and conceptualization to solve challenging real-world problems. Teachers monitor and score these responses using a scoring rubric.</p> <p>Each unit includes a unit assessment that utilizes technology enhanced items as well as more traditional selected response items.</p>					
Discovery Education Math Techbook: Professional Development	NA	2015	8	9781618289209		
Discovery Education	Discovery Education Math Techbook: Algebra I	Vennebush, Hong, Hartwig	2015	9,10,11	9781618287465	Other
	<p>Notes: This program has great extension activities where students investigate and draw conclusions. Students put together visual presentations using images from the white board and other tools. This is a good supplement for enhancing a student's knowledge.</p> <p>Strengths: Progression standards are easily accessible and clear to understand. The standards focus on the course and complement the objective. A text tool allows the reading of the text. The layout is clear, concise, and consistent for each unit. Content vocabulary is used for each section given in the lessons. Rubrics in the application problems for formative assessment.</p> <p>Weaknesses: Summative assessments are short and do not require explanations or reasoning. Using whiteboard to show student's work in application and investigation is not necessarily effective.</p>					
	<p>Key Features: Discovery Education Math Techbook: Algebra I is built from the ground-up to be a unique, web-based teaching and learning tool that is built on the Common Core framework. Unlike other digital math programs that are converted from existing textbooks, Math Techbook™ takes full advantage of digital capabilities to offer multimodal resources that transform teaching and learning. Discovery quality video and other resources provide problems worth solving in a real world context that has relevance to students. Technology Enhanced Item functionality is utilized in both the instructional and assessment areas of Math Techbook™ to provide a deeper assessment of conceptualization and application. Incorporated into the inquiry-based approach to mathematics is a powerful monitoring dashboard that captures student responses as students explore mathematics concepts. Teachers can use this dashboard both as a monitoring and teacher response tool and as a teaching tool, sharing student responses anonymously for class discussion. Powerful yet simple-to-use, Math Techbook™ saves teachers time and provide on-going support as they transition to digital. In each mathematics concept within a unit, Discovery Education Math Techbook™ elevates student achievement through a focus on the three aspects of rigor in mathematics:</p> <p>I. Conceptualization: In the Discover phase, students are challenged to collaboratively and individually solve real-world problems as they build their conceptual understanding with guidance from the teacher. Problems are presented through text, video, and problem-solving interactives. Math tools, such as whiteboards and equation generators, are readily available for students and teachers to use. Student responses are monitored in the teacher dashboard, but scoring is not done in this phase so that students have a low-risk opportunity to solve the problems themselves.</p> <p>II. Fluency: In the Practice phase, students first take on practice problems in a Coach area in which they are provided with feedback on their responses to ensure mastery. They then move on to a Play area that provides practice exercises in a gamification mode. Student responses are monitored in the teacher dashboard and progress is recorded.</p> <p>III. Application: Students move on to an Apply phase in which they apply skills and conceptualization to solve challenging real-world problems. Teachers monitor and score these responses using a scoring rubric.</p>					

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	Each unit includes a unit assessment that utilizes technology enhanced items as well as more traditional selected response items.					
	Discovery Education Math Techbook: Professional Development	NA	2015	9,10,11	9781618289209	
Discovery Education	Discovery Education Math Techbook: Algebra II	Vennebush, Hong, Hartwig	2015	9,10,11	9781618287489	Other
<p>Notes: Discovery Education's math techbook Algebra 2 is a very unique curriculum. The entire curriculum is online but is taught in-conjunction with a teacher. This curriculum is unique in the way the way it is set up. It can be taught one on one, small group, or to an entire class. Every student doesn't have to have a computer to use this curriculum. This course uses real-life applications in every lesson to get students thinking about the concept. Then it provides, a lesson, as well as practice, and then application Questions called TEI. It was easy to navigate through as a first time user. This curriculum is well aligned to the common core standards and also features problems that align with the Smarter Balanced application type questions. It is rigorous and would be great for all learning styles.</p>						
<p>Strengths:</p> <ul style="list-style-type: none"> • It is aligned to state standards and best practices. • Uses progressions of learning. • Has 3 main focuses that it is written by conceptualization, fluency, and application which they refer to as discover, practice, and apply. • It is an online curriculum that is taught in the classroom by a teacher. • Students have access to all materials through the web. • As long as you have one computer and smart-board or projector you can teach and use this program. • It is more effective if each student has a computer or a small group has access to a computer. • It can be accessed using a computer, tablet, or I-Pad devices. • Every lesson starts out with a video to bring the math to life. (It is all tied to real world situations.) • Students have options when they get to the practice sections of the curriculum and can choose the background pictures and things. • This program provides many math tools, graphing calculator, regular calculator, scientific calculator, construction tool, unit conversions tool, matrix solver, and whiteboard to solve on like paper. • Professional development is required and is included in the purchase of the licenses. • Many of the options come with the option to be in English or Spanish. • The glossary has the definition, an example, a video and can be done in English or Spanish. • Unit tests come with rubrics and have questions that are written similar to Smarter-balanced questions. • All unit overviews have each standard listed that is covered in each. • Students can be assigned assignments and complete them online. • Practice and assessment questions use a lot of analyzing and reasoning even when they are multiple choice answers. • The apply section uses many open-ended questions to push students to think deeper. • In the techbook students can highlight information, take notes in it and can access a camera function to take pictures of their work or graphs to send to the teacher or put in their notes. • In the discover section students receive automatic feedback whether they answer correct or not. • The teacher reports can be looked at by standard so the teacher can monitor student learning. • A rubric guide is provided for all assessments. • Teacher lesson plans give ideas of online activities as well as hands on activities for their students and very in-depth lesson plans with objectives and essential questions to ask students. • For more student support the following are available: vocabulary support, access to other curriculums for aiding in RTI, manipulatives, concept reviews weekly, math tools to draw out their thinking, extension activities, and questions that provoke verbal thinking. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Professional development would be needed to understand all of the capabilities of this program. • I used it on my laptop and tablet and it did work a little better on my laptop. <p>Teachers would need to have back-up plans for if the internet is down to keep working in this curriculum or have a file saved on their computer.</p>						
<p>Key Features: Discovery Education Math Techbook: Algebra II is built from the ground-up to be a unique, web-based teaching and learning tool that is built on the Common Core framework. Unlike other digital math programs that are converted from existing textbooks, Math Techbook™ takes full advantage of digital capabilities to offer multimodal resources that transform teaching and learning. Discovery quality video and other resources provide problems worth solving in a real world context that has relevance to students. Technology Enhanced Item functionality is utilized in both the instructional and assessment areas of Math Techbook™ to provide a deeper assessment of conceptualization and application. Incorporated into the inquiry-based approach to mathematics is a powerful monitoring dashboard that captures student</p>						

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	<p>responses as students explore mathematics concepts. Teachers can use this dashboard both as a monitoring and teacher response tool and as a teaching tool, sharing student responses anonymously for class discussion. Powerful yet simple-to-use, Math Techbook™ saves teachers time and provides on-going support as they transition to digital. In each mathematics concept within a unit, Discovery Education Math Techbook™ elevates student achievement through a focus on the three aspects of rigor in mathematics:</p> <p>I. Conceptualization: In the Discover phase, students are challenged to collaboratively and individually solve real-world problems as they build their conceptual understanding with guidance from the teacher. Problems are presented through text, video, and problem-solving interactives. Math tools, such as whiteboards and equation generators, are readily available for students and teachers to use. Student responses are monitored in the teacher dashboard, but scoring is not done in this phase so that students have a low-risk opportunity to solve the problems themselves.</p> <p>II. Fluency: In the Practice phase, students first take on practice problems in a Coach area in which they are provided with feedback on their responses to ensure mastery. They then move on to a Play area that provides practice exercises in a gamification mode. Student responses are monitored in the teacher dashboard and progress is recorded.</p> <p>III. Application: Students move on to an Apply phase in which they apply skills and conceptualization to solve challenging real-world problems. Teachers monitor and score these responses using a scoring rubric.</p> <p>Each unit includes a unit assessment that utilizes technology enhanced items as well as more traditional selected response items.</p>					
	Discovery Education Math Techbook: Professional Development	NA	2015	9,10,11	9781618289209	
Discovery Education	Discovery Education Math Techbook: Geometry	Vennebush, Hong, Hartwig	2015	9,10,11	9781618287472	Other
<p>Notes: Discovery Education's math techbook Algebra 2 is a very unique curriculum. The entire curriculum is online but is taught in-conjunction with a teacher and they lead the class. This curriculum is unique in the way the way it is set up. It can be taught one on one, small group, or to an entire class. Every student doesn't have to have a computer to use this curriculum. This course uses real-life applications in every lesson to get students thinking about the concept. Then it provides, a lesson that has a thought provoking video or problem, as well as practice, and then application Questions called TEI's. It was easy to navigate through as a first time user. This curriculum is well aligned to the common core standards and also features problems that align with the Smarter Balanced application type questions. The teacher lesson plans for each lesson were very good and the resources and online techbook were student friendly. This curriculum gives students many math tools for them to use to show or explain their thinking and to help them solve each math problem. The students have 2 resources, the techbook and the teacher which is nice for students who want to move a little quicker and it would free up the teacher to help the struggling students a little more. It is rigorous and would great for all learning styles.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • It is aligned to CC state standards and best practices. • Uses progressions of learning. • Has 3 main focuses that it is written by conceptualization, fluency, and application which they refer to as discover, practice, and apply. • It is on online curriculum that is taught in the classroom by a teacher. • Students have access to all materials through the web. • As long as you have one computer and smart-board or projector you can teach and use this program. • It is more effective if each student has a computer or a small group has access to a computer. • It can be accessed using a computer, tablet, or I-Pad devices. • Every lesson starts out with a video to bring the math to life. (It is all tied to real world situations.) • Students have options when they get to the practice sections of the curriculum and can choose the back ground pictures and things. • This program provides many math tools, graphing calculator, regular calculator, scientific calculator, construction tool, unit conversions tool, matrix solver, and whiteboard to solve on like paper. • Professional development is required and is included in the purchase of the licenses. • Many of the options come with the option to be in English or Spanish. • The glossary has the definition, an example, a video and can be done in English or Spanish. • Unit tests come with rubrics and have questions that are written similar to Smarter-balanced questions. • All unit overviews have each standard listed that is covered in each. • Students can be assigned assignments and complete them online. • Practice and assessment questions use a lot of analyzing and reasoning even when they are multiple choice answers. • The apply section uses many open-ended questions to push students to think deeper. • In the techbook students can highlight information, take notes in it and can access a camera function to take pictures of their work or graphs to send to the teacher or put in their notes. • In the discover section students receive automatic feedback whether they answer correct or not. 						

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	<ul style="list-style-type: none"> The teacher reports can be looked at by standard so the teacher can monitor student learning. A rubric guide is provided for all assessments. Teacher lesson plans give ideas of online activities as well as hands on activities for their students and very in-depth lesson plans with objectives and essential questions to ask students. For more student support the following are available: vocabulary support, access to other curriculums for aiding in RTI, manipulatives, concept reviews weekly, math tools to draw out their thinking, extension activities, and question that provoke verbal thinking. <p>Weaknesses:</p> <ul style="list-style-type: none"> Professional development would be needed to understand all of the capabilities of this program. I used it on my laptop and tablet and it did work a little better on my laptop. <p>Teachers would need to have back-up plans for if the internet is down to keep working in this curriculum or have a file saved on their computer.</p>				
	<p>Key Features: Discovery Education Math Techbook: Geometry is built from the ground-up to be a unique, web-based teaching and learning tool that is built on the Common Core framework. Unlike other digital math programs that are converted from existing textbooks, Math Techbook™ takes full advantage of digital capabilities to offer multimodal resources that transform teaching and learning. Discovery quality video and other resources provide problems worth solving in a real world context that has relevance to students. Technology Enhanced Item functionality is utilized in both the instructional and assessment areas of Math Techbook™ to provide a deeper assessment of conceptualization and application. Incorporated into the inquiry-based approach to mathematics is a powerful monitoring dashboard that captures student responses as students explore mathematics concepts. Teachers can use this dashboard both as a monitoring and teacher response tool and as a teaching tool, sharing student responses anonymously for class discussion. Powerful yet simple-to-use, Math Techbook™ saves teachers time and provides on-going support as they transition to digital. In each mathematics concept within a unit, Discovery Education Math Techbook™ elevates student achievement through a focus on the three aspects of rigor in mathematics:</p> <p>I. Conceptualization: In the Discover phase, students are challenged to collaboratively and individually solve real-world problems as they build their conceptual understanding with guidance from the teacher. Problems are presented through text, video, and problem-solving interactives. Math tools, such as whiteboards and equation generators, are readily available for students and teachers to use. Student responses are monitored in the teacher dashboard, but scoring is not done in this phase so that students have a low-risk opportunity to solve the problems themselves.</p> <p>II. Fluency: In the Practice phase, students first take on practice problems in a Coach area in which they are provided with feedback on their responses to ensure mastery. They then move on to a Play area that provides practice exercises in a gamification mode. Student responses are monitored in the teacher dashboard and progress is recorded.</p> <p>III. Application: Students move on to an Apply phase in which they apply skills and conceptualization to solve challenging real-world problems. Teachers monitor and score these responses using a scoring rubric.</p> <p>Each unit includes a unit assessment that utilizes technology enhanced items as well as more traditional selected response items.</p>				
	Discovery Education Math Techbook: Professional Development	NA	2015	9,10,11	9781618289209

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ExploreLearning, LLC	Reflex (Idaho Edition Student License 6-Year Subscription)	ExploreLearning	2015	2-5	978-1-4916-0801-2	Component for basic math fact fluency
	<p>Notes: Grades 2-3 Required fluencies addressed to mastery. Grades 4-5 Supports required fluencies. Adaptive game-based focused on developing basic math fact fluency, utilizes fact families, and inverse of operations, available in addition/subtraction or multiplication/division, strengthens automaticity and instant recall of facts, highlight adaptive and individualized for efficiency in math fact fluency. Recommended 3Xweek= approximately 60 minutes. Family/parent login and reports are available.</p> <p>Strengths: Available in Spanish & French, adaptable, motivating games, & avatars. Assessment determines needs, engaging game platform, students can earn tokens, allows students to meet a daily goal prior to practice, new games earned through additional use, automated email reports, teachers do not have to manage this program. Can be used on ipad, chromebooks and desktops.</p> <p>Weaknesses: Cannot select all four operations, doesn't teach conceptual understanding, student must know number key placement, cannot play without a sound card. Doesn't work on iphone and some tablets.</p>					
	<p>Key Features: ExploreLearning <i>Reflex</i> is an adaptive and individualized online system which helps students in grades 2–8 develop instant recall of their basic math facts (Addition-Subtraction 0 – 10, Multiplication-Division 0 – 10, or Multiplication-Division 0 – 12). <i>Key Reflex</i> features include: Adaptive and individualized instruction: <i>Reflex</i> continuously monitors and adapts to each student's performance to create the optimal experience for every student. Intuitive and powerful reporting: Educators have everything they need to easily monitor and support student progress in <i>Reflex</i>. Game-based design: <i>Reflex</i> uses engaging games and rewards to create a highly motivational environment that encourages student effort and progress. Flexible and accessible implementation: <i>Reflex</i> can be used with students of all ability levels, anywhere</p>					

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	there is an Internet connection.					
	Reflex (Idaho Edition Student License 6-Year Subscription)	ExploreLearning	2015	2-5	978-1-4916-0801-2	
ExploreLearning, LLC	Reflex (Idaho Edition Student License 6-Year Subscription)	ExploreLearning	2015	6-8	978-1-4916-0801-2	Other
	Notes: Grades 6-8 for intervention/remediation. See other notes above.					
	Key Features: ExploreLearning <i>Reflex</i> is an adaptive and individualized online system which helps students in grades 2–8 develop instant recall of their basic math facts (Addition-Subtraction 0 – 10, Multiplication-Division 0 – 10, or Multiplication-Division 0 – 12). Key <i>Reflex</i> features include: Adaptive and individualized instruction: <i>Reflex</i> continuously monitors and adapts to each student's performance to create the optimal experience for every student. Intuitive and powerful reporting: Educators have everything they need to easily monitor and support student progress in <i>Reflex</i> . Game-based design: <i>Reflex</i> uses engaging games and rewards to create a highly motivational environment that encourages student effort and progress. Flexible and accessible implementation: <i>Reflex</i> can be used with students of all ability levels, anywhere there is an Internet connection.					
	Reflex (Idaho Edition Student License 6-Year Subscription)	ExploreLearning	2015	6-8	978-1-4916-0801-2	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions	Dr. Karen Fuson	2013	K-6		Core
	Key Features: <i>Math Expressions</i> is a comprehensive mathematics curriculum for Kindergarten through Grade 6 that offers new ways to teach and learn mathematics. It follows the most recent recommendations for effective math instruction and aligns with many state standards and supports the Common Core State Standards. <i>Math Expressions</i> is: Comprehensive, research-based program that is fully aligned to the Common Core State Standards and Learning Progressions Written by well-respected researcher and author, Dr. Karen Fuson, who contributed to the research base for the CCSS, participated on the CCSS Mathematical Feedback Committees and is a writer of the Learning Progressions for the CCSS in Mathematics Document Combines the most powerful elements of standards-based instruction with the most effective methods of traditional approaches Emphasizes deeper understanding through real-world problems, modeling, Math Talk, and exploration in order to build ideas that make sense to students Students study a small number of mathematical concepts in order to have time to develop the knowledge to build in-depth understanding of big ideas Teachers create an exploratory environment and encourage constructive discussion. Student invent, question, model and represent, but also learn and practice important math strategies Through daily Math Talk, students explain methods and in turn, become more fluent in them. Math Talk is supported with math boards and manipulatives to develop conceptual learning and fluency Mathematics content and models connect and build across grade levels to provide a progression of teaching and learning that aligns precisely with the CCSS As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS Mathematical Practice Standards Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified					
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade K © 2013	Dr. Karen Fusion	2013	K		Core
	Notes: Good assessments and program components to support the teacher. This program has addressed its weaknesses from the last edition. Fluency checks are in the assessment guide and available to print for student practice. The program is well written and easy to follow. Skills are integrated and represented in a variety of ways. Assessments are aligned with core standards. Great visual representations of mathematical concepts. Good use of real world connections. Program has differentiated instruction cards that support RtI instruction. Strengths: Mathematical Practices are well integrated within each unit and lesson, fluency practice is integrated, homework and remembering pages, and parent letters have standards listed. There are many resources available. Weaknesses: Strands aren't fully integrated within each other as well as they could be still separate time and data chapters. Fluency practice is needed more at the K level.					
	Key Features: See Key Features above.					
	Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade K		2013	K	9780544271463	

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Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade K		2013	K	9780544271760
Math Expressions Student Activity Book Collection (Softcover) Grade K		2013	K	9780547824789
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade K		2013	K	9780547824505
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade K		2013	K	9780547824574
Math Expressions Online Student Activity Book 6-Year Grade K		2013	K	9780547928050
Math Expressions Online Student Activity Book 1-Year Grade K		2013	K	9780547927978
Math Expressions Student Activity Book eTextbook ePub 6-Year Grade K		2013	K	9780547991412
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade K		2013	K	9780544051010
Math Expressions Teacher Edition Collection Grade K		2013	K	9780547825021
Math Expressions Teacher Edition, Volume 1 Grade K		2013	K	9780547824864
Math Expressions Teacher Edition, Volume 2 Grade K		2013	K	9780547824932
Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade K		2013	K	9780544030008
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade K		2013	K	9780544147546
Math Expressions Online Teacher Resource Center, 6-Year Grade K		2013	K	9780547860039
Math Expressions Online Teacher Resource Center, 1-Year Grade K		2013	K	9780547859996
Math Expressions Homework & Remembering Collection 6-Year Print Subscription Grade K		2013	K	9780544300514
Math Expressions Homework & Remembering Collection Grade K		2013	K	9780547824673
Math Expressions Anno's Counting Big Book Grade K		2006	K	9780618697359
Math Expressions Math Literature Library Grade K		2013	K	9780547857732
Math Expressions Student Manipulatives Kit Grade K		2013	K	9780547836256
Math Expressions SBAC Test Prep Student Edition Grade K		2015	K	9780544251816
Math Expressions Flash Drive Grade K		2013	K	9780547857800
Math Expressions Teacher Assessment Guide Grade K		2013	K	9780547824048
Math Expressions Teacher's Resource Book Grade K		2013	K	9780547835822
Math Expressions Homework & Remembering Black Line Masters Grade K		2013	K	9780547825250
Math Expressions Math Center Challenge Easel Grade K		2013	K	9780547825175
Math Expressions Response to Intervention Tier 1 Blackline Master Grade K		2013	K	9780547836171
Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade K		2013	K	9780547887531
Math Expressions SBAC Test Prep Teacher Edition Grade K		2015	K	9780544251915
Math Expressions Differentiated Instruction Activity Card Kit Grade K		2013	K	9780547862125

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	Math Expressions Teacher Modeling Kit Grade K		2013	K	9780547836515	
	Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172	
	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade K		2013	K	9780547836386	
	Math Expressions Manipulatives and Materials Kit Grade K		2013	K	9780547836324	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade 1 © 2013	Dr. Karen Fuson	2013	1		Core
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade 1		2013	1	9780544270510	
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 1		2013	1	9780544271821	
	Math Expressions Student Activity Book Collection (Softcover) Grade 1		2013	1	9780547824727	
	Math Expressions Student Activity Book with MathBoard 6-Year Print Subscription (Softcover) Grade 1		2013	1	9780544275089	
	Math Expressions Student Activity Book Collection 6 Pack With MathBoard (Softcover) Grade 1		2013	1	9780544276529	
	Math Expressions Student Activity Book (Softcover) with MathBoards Grade 1		2013	1	9780547859859	
	Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 1		2013	1	9780547813363	
	Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 1		2013	1	9780547824512	
	Math Expressions Online Student Activity Book 6-Year Grade 1		2013	1	9780547928401	
	Math Expressions Online Student Activity Book 1-Year Grade 1		2013	1	9780547927916	
	Math Expressions Student Activity Book eTextbook, ePub 6-Year Grade 1		2013	1	9780547991351	
	Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 1		2013	1	9780544051041	
	Math Expressions Teacher Edition Collection Grade 1		2013	1	9780547824949	
	Math Expressions Teacher Edition, Volume 1 Grade 1		2013	1	9780547824796	
	Math Expressions Teacher Edition, Volume 2 Grade 1		2013	1	9780547824871	
	Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade 1		2013	1	9780544030015	
	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 1		2013	1	9780544147287	
	Math Expressions Online Teacher Resource Center, 6-Year Grade 1		2013	1	9780547859989	
	Math Expressions Online Teacher Resource Center, 1-Year Grade 1		2013	1	9780547860145	
Math Expressions Homework & Remembering Collection 6-Year		2013	1	9780544300453		

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	Print Subscription Grade 1						
	Math Expressions Homework & Remembering Collection Grade 1		2013	1	9780547824581		
	Math Expressions SBAC Test Prep Student Edition Grade 1		2015	1	9780544251823		
	Math Expressions Student MathBoard Grades 1-2		2011	1-2	9780547389677		
	Math Expressions Math Literature Library Grade 1		2013	1	9780547857794		
	Math Expressions Student MathBoard (5-Pack) Grades 1-2		2011	1-2	9780547867694		
	Math Expressions Student Manipulatives Kit Grade 1		2013	1	9780547836263		
	Math Expressions Flash Drive Grade 1		2013	1	9780547857299		
	Math Expressions SBAC Test Prep Teacher Edition Grade 1		2015	1	9780544251922		
	Math Expressions Teacher Assessment Guide Grade 1		2013	1	9780547825489		
	Math Expressions Teacher's Resource Book Grade 1		2013	1	9780547836133		
	Math Expressions Homework & Remembering Black Line Masters Grade 1		2013	1	9780547825182		
	Math Expressions Teacher MathBoard Grades 1-2		2006	1-2	9780618510498		
	Math Expressions Math Center Challenge Easel Grade 1		2013	1	9780547825106		
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 1		2013	1	9780547836195		
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 1		2013	1	9780547887432		
	Math Expressions Differentiated Instruction Activity Card Kit Grade 1		2013	1	9780547862118		
	Math Expressions Teacher Modeling Kit Grade 1		2013	1	9780547836522		
	Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172		
	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823		
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738		
	Math Expressions Custom Manipulatives Kit Grade 1		2013	1	9780547836393		
	Math Expressions Manipulatives and Materials Kit Grade 1		2013	1	9780547836331		
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade 2 © 2013	Dr. Karen Fuson	2013	2		Core	
	Notes:						
	Key Features: See above.						
	Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade 2		2013	2	9780544270527		
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 2		2013	2	9780544272002		
	Math Expressions Student Activity Book Collection (Softcover) Grade 2		2013	2	9780547824734		
	Math Expressions Student Activity Book with MathBoard 6-Year Print Subscription (Softcover) Grade 2		2013	2	9780544276475		
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 2		2013	2	9780544276543		
	Math Expressions Student Activity Book (Softcover) with		2013	2	9780547859873		

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Mathboards Grade 2 MathBoards Grades 1-2)				
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 2		2013	2	9780547824451
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 2		2013	2	9780547824529
Math Expressions Online Student Activity Book 6-Year Grade 2		2013	2	9780547929262
Math Expressions Online Student Activity Book 1-Year Grade 2		2013	2	9780547927923
Math Expressions Student Activity Book eTextbook, ePub 6-Year Grade 2		2013	2	9780547991368
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 2		2013	2	9780544051102
Math Expressions Teacher Edition Collection Grade 2		2013	2	9780547824963
Math Expressions Teacher Edition, Volume 1 Grade 2		2013	2	9780547824802
Math Expressions Teacher Edition, Volume 2 Grade 2		2013	2	9780547824888
Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade 2		2013	2	9780544030022
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 2		2013	2	9780544147416
Math Expressions Online Teacher Resource Center, 6-Year Grade 2		2013	2	9780547860053
Math Expressions Online Teacher Resource Center, 1-Year Grade 2		2013	2	9780547860169
Math Expressions Homework & Remembering Collection 6-Year Print Subscription Grade 2		2013	2	9780544300477
Math Expressions Homework & Remembering Collection Grade 2		2013	2	9780547824604
Math Expressions Student MathBoard Grades 1-2		2011	1-2	9780547389677
Math Expressions Math Literature Library Grade 2		2013	2	9780547857787
Math Expressions SBAC Test Prep Student Edition Grade 2		2015	2	9780544251830
Math Expressions Student MathBoard (5-Pack) Grades 1-2		2011	1-2	9780547867694
Math Expressions Student Manipulatives Kit Grade 2		2013	2	9780547836270
Math Expressions Flash Drive Grade 2		2013	2	9780547857848
Math Expressions Teacher Assessment Guide Grade 2		2013	2	9780547825496
Math Expressions Teacher's Resource Book Grade 2		2013	2	9780547834344
Math Expressions Homework & Remembering Black Line Masters Grade 2		2013	2	9780547825205
Math Expressions Teacher MathBoard Grades 1-2		2006	1-2	9780618510498
Math Expressions Math Center Challenge Easel Grade 2		2013	2	9780547825113
Math Expressions Response to Intervention Tier 1 Blackline Master Grade 2		2013	2	9780547836201
Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 2		2013	2	9780547890333
Math Expressions SBAC Test Prep Teacher Edition Grade 2		2015	2	9780544251939
Math Expressions Differentiated Instruction Activity Card Kit Grade 2		2013	2	9780547861975

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	Math Expressions Teacher Modeling Kit Grade 2		2013	2	9780547836539	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738	
	Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172	
	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823	
	Math Expressions Custom Manipulatives Kit Grade 2		2013	2	9780547836409	
	Math Expressions Manipulatives and Materials Kit Grade 2		2013	2	9780547836348	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade 3 © 2013	Dr. Karen Fuson	2013	3		Core
	Notes: Online materials are available. Smart Notebook/Promethian Board lessons for each lesson in the book, but these are additional resources. Gives multiple strategies for students to understand different mathematical concepts. Strengths: Mathematical Practices are focused and developed for the teacher in every lesson. Parent letters include standards and mathematical practices. Literacy library component, manipulative kits, separate student workbook and homework book, PD online, assessments are online and in the assessment guide, both summative and formative assessments, two versions of summative assessments, frequent fluency checks on required fluency per grade level, performance tasks at each unit test, performance tasks/assessments are grade level appropriate, SBAC booklet for preparation, review day prior to unit assessment, reteach opportunities and materials, workbook provides students a learning record for them to refer back to previous learning, the review lists which lessons the problems are taken from, strong multidisciplinary connections are available within the lessons. Weaknesses: Domain/standard is not listed on the assessment. (However, this is listed in the assessing the unit pages at the end of each unit.)					
	Key Features: See Key Features above.					
	Math Expressions Student Activity Book with MathBoard 6-Year Print Subscription (Softcover) Grade 3 (includes Volumes 1 & 2, Student MathBoard Grade 3		2013	3	9780544276482	
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 3		2013	3	9780544276550	
	Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 3		2013	3	9780547859903	
	Math Expressions Student Activity Book (Softcover) with MathBoards Grade 3		2013	3	9780547859866	
	Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade 3		2013	3	9780544271425	
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 3		2013	3	9780544272033	
	Math Expressions Student Activity Book Collection (Hardbound) Grade 3		2013	3	9780547824680	
	Math Expressions Student Activity Book Collection (Softcover) Grade 3		2013	3	9780547824741	
	Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 3		2013	3	9780547982977	
	Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 3		2013	3	9780547824468	
	Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 3		2013	3	9780547824536	
	Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 3		2013	3	9780547824369	
	Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 3		2013	3	9780547824406	
Math Expressions Online Student		2013	3	9780547929323		

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Activity Book 6-Year Grade 3				
Math Expressions Online Student Activity Book 1-Year Grade 3		2013	3	9780547927930
Math Expressions Student Activity Book eTextbook, ePub 6-Year Grade 3		2013	3	9780547991375
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 3		2013	3	9780544051393
Math Expressions Teacher Edition Collection Grade 3		2013	3	9780547824970
Math Expressions Teacher Edition, Volume 1 Grade 3		2013	3	9780547824819
Math Expressions Teacher Edition, Volume 2 Grade 3		2013	3	9780547824895
Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade 3		2013	3	9780544030039
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 3		2013	3	9780544147461
Math Expressions Online Teacher Resource Center, 6-Year Grade 3		2013	3	9780547860060
Math Expressions Online Teacher Resource Center, 1-Year Grade 3		2013	3	9780547860077
Math Expressions Homework & Remembering Collection 6-Year Print Subscription Grade 3		2013	3	9780544300484
Math Expressions Homework & Remembering Collection Grade 3		2013	3	9780547824628
Math Expressions Student Activity Workbook Grade 3		2013	3	9780547824154
Math Expressions Student Activity Workbook 6-Year Print Subscription Grade 3		2013	3	9780544469310
Math Expressions Student MathBoard Grade 3		2011	3	9780547389691
Math Expressions Student MathBoard (5-Pack) Grade 3		2011	3	9780547867700
Math Expressions Math Literature Library Grade 3		2013	3	9780547857763
Math Expressions SBAC Test Prep Student Edition Grade 3		2015	3	9780544251847
Math Expressions Student Manipulatives Kit Grade 3		2013	3	9780547836287
Math Expressions Flash Drive Grade 3		2013	3	9780547857831
Math Expressions Teacher Assessment Guide Grade 3		2013	3	9780547825502
Math Expressions Teacher's Resource Book Grade 3		2013	3	9780547837055
Math Expressions Homework & Remembering Black Line Masters Grade 3		2013	3	9780547825212
Math Expressions Teacher MathBoard Grade 3		2006	3	9780618510504
Math Expressions Math Center Challenge Easel Grade 3		2013	3	9780547825120
Math Expressions Response to Intervention Tier 1 Blackline Master Grade 3		2013	3	9780547836218
Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 3		2013	3	9780547887135
Math Expressions SBAC Test Prep Teacher Edition Grade 3		2015	3	9780544251946
Math Expressions Differentiated Instruction Activity Card Kit Grade 3		2013	3	9780547862149
Math Expressions Teacher Modeling Kit Grade 3		2013	3	9780547836546
Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172

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	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 3		2013	3	9780547836416	
	Math Expressions Manipulatives and Materials Kit Grade 3		2013	3	9780547836355	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade 4 © 2013	Dr. Karen Fuson	2013	4		Core
	Notes: See notes for grades 3-5 above.					
	Key Features: See above.					
	Math Expressions Student Activity Book with MathBoard 6-Year Print Subscription (Softcover) Grade 4		2013	4	9780544276499	
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 4		2013	4	9780544276567	
	Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 4		2013	4	9780547859767	
	Math Expressions Student Activity Book (Softcover) with MathBoards Grade 4		2013	4	9780547859835	
	Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade 4		2013	4	9780544271432	
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 4		2013	4	9780544272224	
	Math Expressions Student Activity Book Collection (Hardbound) Grade 4		2013	4	9780547824697	
	Math Expressions Student Activity Book Collection (Softcover) Grade 4		2013	4	9780547824758	
	Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 4		2013	4	9780547982878	
	Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 4		2013	4	9780547824475	
	Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 4		2013	4	9780547824543	
	Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 4		2013	4	9780547824376	
	Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 4		2013	4	9780547824413	
	Math Expressions Online Student Activity Book 6-Year Grade 4		2013	4	9780547928234	
	Math Expressions Online Student Activity Book 1-Year Grade 4		2013	4	9780547927947	
	Math Expressions Student Activity Book eTextbook, ePub 6-Year Grade 4		2013	4	9780547991382	
	Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 4		2013	4	9780544047044	
	Math Expressions Teacher Edition Collection Grade 4		2013	4	9780547824987	
	Math Expressions Teacher Edition, Volume 1 Grade 4		2013	4	9780547824826	
Math Expressions Teacher Edition, Volume 2 Grade 4		2013	4	9780547824901		
Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade 4		2013	4	9780544030190		

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	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 4		2013	4	9780544147478	
	Math Expressions Online Teacher Resource Center, 6-Year Grade 4		2013	4	9780547860176	
	Math Expressions Online Teacher Resource Center, 1-Year Grade 4		2013	4	9780547860046	
	Math Expressions Homework & Remembering Collection 6-Year Print Subscription Grade 4		2013	4	9780544300491	
	Math Expressions Homework & Remembering Collection Grade 4		2013	4	9780547824635	
	Math Expressions Student Activity Workbook Grade 4		2013	4	9780547824161	
	Math Expressions Student Activity Workbook 6-Year Print Subscription Grade 4		2013	4	9780544470262	
	Math Expressions Student MathBoard Grade 4		2011	4	9780547389707	
	Math Expressions Student MathBoard (5-Pack) Grade 4		2011	4	9780547867717	
	Math Expressions Math Literature Library Grade 4		2013	4	9780547857756	
	Math Expressions SBAC Test Prep Student Edition Grade 4		2015	4	9780544251878	
	Math Expressions Student Manipulatives Kit Grade 4		2013	4	9780547836294	
	Math Expressions Flash Drive Grade 4		2013	4	9780547857824	
	Math Expressions Teacher's Resource Book Grade 4		2013	4	9780547839066	
	Math Expressions Homework & Remembering Black Line Masters Grade 4		2013	4	9780547825229	
	Math Expressions Teacher MathBoard Grade 4		2009	4	9780547214054	
	Math Expressions Math Center Challenge Easel Grade 4		2013	4	9780547825137	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 4		2013	4	9780547836225	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 4		2013	4	9780547888736	
	Math Expressions SBAC Test Prep Teacher Edition Grade 4		2015	4	9780544251953	
	Math Expressions Teacher Assessment Guide Grade 4		2013	4	9780547825519	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 4		2013	4	9780547862019	
	Math Expressions Teacher Modeling Kit Grade 4		2013	4	9780547836553	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738	
	Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172	
	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823	
	Math Expressions Custom Manipulatives Kit Grade 4		2013	4	9780547836423	
	Math Expressions Manipulatives and Materials Kit Grade 4		2013	4	9780547836362	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade 5 © 2013	Dr. Karen Fuson	2013	5		Core
	Notes: See notes for grades 3-5 above.					
	Key Features: See above.					
	Math Expressions Student Activity Book with MathBoard 6-Year Print Subscription		2013	5	9780544276505	

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(Softcover) Grade 5					
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 5		2013	5	9780544276574	
Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 5		2013	5	9780547859897	
Math Expressions Student Activity Book (Softcover) with MathBoards Grade 5		2013	5	9780547859842	
Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade 5		2013	5	9780544271449	
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 5		2013	5	9780544271975	
Math Expressions Student Activity Book Collection (Hardbound) Grade 5		2013	5	9780547824703	
Math Expressions Student Activity Book Collection (Softcover) Grade 5		2013	5	9780547824765	
Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 5		2013	5	9780547982779	
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 5		2013	5	9780547824482	
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 5		2013	5	9780547824550	
Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 5		2013	5	9780547824383	
Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 5		2013	5	9780547824420	
Math Expressions Online Student Activity Book 6-Year Grade 5		2013	5	9780547928005	
Math Expressions Online Student Activity Book 1-Year Grade 5		2013	5	9780547927954	
Math Expressions Student Activity Book eTextbook, ePub 6-Year Grade 5		2013	5	9780547991399	
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 5		2013	5	9780544050105	
Math Expressions Teacher Edition Collection Grade 5		2013	5	9780547825007	
Math Expressions Teacher Edition, Volume 1 Grade 5		2013	5	9780547824840	
Math Expressions Teacher Edition, Volume 2 Grade 5		2013	5	9780547824918	
Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade 5		2013	5	9780544030206	
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 5		2013	5	9780544147515	
Math Expressions Online Teacher Resource Center, 6-Year Grade 5		2013	5	9780547860084	
Math Expressions Online Teacher Resource Center, 1-Year Grade 5		2013	5	9780547860015	
Math Expressions Homework & Remembering Collection 6-Year Print Subscription Grade 5		2013	5	9780544300507	
Math Expressions Homework & Remembering Collection Grade 5		2013	5	9780547824642	
Math Expressions Student Activity Workbook Grade 5		2013	5	9780547824178	
Math Expressions Student Activity Workbook 6-Year Print		2013	5	9780544470583	

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	Subscription Grade 5					
	Math Expressions Student MathBoard Grade 5		2011	5	9780547389714	
	Math Expressions Student MathBoard (5-Pack) Grade 5		2011	5	9780547867724	
	Math Expressions Math Literature Library Grade 5		2013	5	9780547857749	
	Math Expressions SBAC Test Prep Student Edition Grade 5		2015	5	9780544251892	
	Math Expressions Student Manipulatives Kit Grade 5		2013	5	9780547836317	
	Math Expressions Flash Drive Grade 5		2013	5	9780547857817	
	Math Expressions Teacher Assessment Guide Grade 5		2013	5	9780547825526	
	Math Expressions Teacher's Resource Book Grade 5		2013	5	9780547837277	
	Math Expressions Homework & Remembering Black Line Masters Grade 5		2013	5	9780547825236	
	Math Expressions Teacher MathBoard Grade 5		2006	5	9780618510528	
	Math Expressions Math Center Challenge Easel Grade 5		2013	5	9780547825151	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 5		2013	5	9780547836232	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 5		2013	5	9780547887937	
	Math Expressions SBAC Test Prep Teacher Edition Grade 5		2015	5	9780544251960	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 5		2013	5	9780547862132	
	Math Expressions Teacher Modeling Kit Grade 5		2013	5	9780547836560	
	Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172	
	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 5		2013	5	9780547836430	
	Math Expressions Manipulatives and Materials Kit Grade 5		2013	5	9780547836379	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Math Expressions Grade 6 © 2013	Dr. Karen Fuson & Sybilla Beckmann	2013	6		Core
	<p>Notes: Well organized, teacher friendly, multiple strategies shown for student use. Differentiation strategies for every unit. Strengths: Rtl material for levels 1-3. Many different strategies offered for teachers to show students. Separate WB and HW book. Summative and formative assessments available- multiple choice and short answer, differentiated instruction, performance tasks are appropriate for the grade, great modeling, and practice of skills. Weaknesses: Not a task rich program, need more depth of conceptual understanding for dividing fractions, need more formative assessments, no STEM activities, not visually appealing, one task per unit. Key Features: See above.</p>					
	Math Expressions Student Activity Book with MathBoard 6-Year Print Subscription (Softcover) Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)		2013	6		
	Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 6 (includes 6 copies each of Volumes 1 & 2, Student MathBoard Grade 6)		2013	6		

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Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)		2013	6	
Math Expressions Student Activity Book (Softcover) with MathBoards Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)		2013	6	
Math Expressions Student Activity Book 6-Year Print Subscription (Softcover) Grade 6 (includes Volumes 1 & 2)		2013	6	
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 6 (includes 6 copies each of Volumes 1 & 2)		2013	6	
Math Expressions Student Activity Book Hardbound Collection Grade 6 (includes Volumes 1 & 2)		2012	6	
Math Expressions Student Activity Book Softcover Collection Grade 6 (includes Volumes 1 & 2)		2012	6	
Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6, Activity Workbook Grade 6)		2013	6	
Math Expressions Student Activity Book Softcover Volume 1 Grade 6		2012	6	
Math Expressions Student Activity Book Softcover Volume 2 Grade 6		2012	6	
Math Expressions Student Activity Book Hardbound Volume 1 Grade 6		2012	6	
Math Expressions Student Activity Book Hardbound Volume 2 Grade 6		2012	6	
Math Expressions Online eStudent Activity Book Collection, 6-Year Grade 6		2012	6	
Math Expressions Online eStudent Activity Book, 1-Year Grade 6		2009	6	9780547733609
Math Expressions Student Activity Book eTextbook, ePub 6-Year Grade 6		2013	6	9780547991405
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 6		2013	6	9780544049666
Math Expressions Teacher Edition Collection Grade 6 (includes Volumes 1 & 2)		2012	6	9780547567549
Math Expressions Teacher Edition Volume 1 Grade 6		2012	6	9780547567556
Math Expressions Teacher Edition Volume 2 Grade 6		2012	6	9780547567440
Math Expressions Teacher Edition eTextbook, ePub 6-Year Grade 6		2013	6	9780544030213
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 6		2013	6	9780544147539
Math Expressions Online eTeacher Edition Collection, 6-Year Grade 6 English		2012	6	9780547662558
Math Expressions Online eTeacher Edition, 1-Year Grade 6		2009	6	9780547733616
Math Expressions Online Teacher Resource Center, 6-Year Grade 6		2013	6	9780547860114

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	Math Expressions Online Teacher Resource Center, 1-Year Grade 6		2013	6	9780547860107	
	Math Expressions Homework and Remembering Workbook Collection 6-Year Print Subscription Grade 6 (includes Volumes 1 & 2)		2012	6	9780544300521	
	Math Expressions Homework and Remembering Workbook Collection Grade 6 (includes Volumes 1 & 2)		2012	6	9780547567532	
	Math Expressions Student Activity Workbook Grade 6 (Companion to the Hardbound Student Activity Book)		2012	6	9780547567471	
	Math Expressions Student Activity Workbook 6-Year Print Subscription Grade 6 (Companion to the Hardbound Student Activity Book)		2012	6	9780544469297	
	Math Expressions Student MathBoard Grade 6		2012	6	9780547918877	
	Math Expressions Student MathBoard (5-Pack) Grade 6		2011	6	9780547950020	
	Math Expressions Assessment Guide Grade 6		2012	6	9780547567693	
	Math Expressions Literature Library Set Grade 6		2012	6	9780547587608	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 6		2013	6	9780547836249	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 6		2013	6	9780547887838	
	Math Expressions SBAC Test Prep Student Edition Grade 6		2015	6	9780544251908	
	Math Expressions Student Manipulative Kit Grade 6		2011	6	9780547727929	
	Math Expressions Teacher's Resource Book Grade 6		2012	6	9780547567495	
	Math Expressions Homework and Remembering Blackline Master Grade 6		2012	6	9780547567563	
	Math Expressions Classroom MathBoard Grade 6		2012	6	9780547607429	
	Math Expressions Math Center Unit Challenge Easels Grade 6		2012	6	9780547567730	
	Math Expressions SBAC Test Prep Teacher Edition Grade 6		2015	6	9780544251991	
	Math Expressions Online Soar to Success, 6-Year Grades K-6		2013	K-6	9780547839172	
	Math Expressions Online Soar to Success, 1-Year Grades K-6		2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6		2013	K-6	9780547941738	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 6		2012	6	9780547567594	
	Math Expressions Teacher's Modeling Kit Grade 6		2011	6	9780547727912	
	Math Expressions Manipulatives and Materials Kit Grade 6		2011	6	9780547728209	
	Math Expressions Custom Manipulative Kit Grade 6		2011	6	9780547728223	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Go Math! Grade 6 © 2014 (General Math 6-8)	Dixon, Larson, Burger, Leinwand, Sandoval-Martinez	2014	6		Other
	Notes: Strengths: The program aligns with core standards at each grade level and assesses only grade level content. It provides extensive procedural practice. Weaknesses: This program lacks necessary rigor and the opportunity for students to engage in the 8					

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mathematical practices. It lacks real life engaging problems. Very little opportunity provided for students to engage in mathematical reasoning. Problems are over scaffolded so student thinking is minimized. Assessments are weak and do not align with SBAC type questions so will not prepare students for SBAC type testing.

Key Features:

HMH's GO Math! © 2014 is a focused, middle school mathematics program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The program provides thorough coverage of the standards, with an emphasis on depth of instruction. The program is designed to provide coherent and focused progressions across the grades. Particular attention was given to providing support for teachers as they deliver this focused, rigorous curriculum. Students and teachers are supported by the program's unique, write-in, interactive Student Editions at every grade, which allow students to represent, solve, and explain in one place, and by the features of the fully integrated Go Digital! resources, which harness the power of technology to support students' deep mathematical learning. Key features of the program include:

- **HMH Player:** a new and exciting app that connects teachers and students directly to HMH Player-enabled content. Teachers and students can connect to their content while working from their iPad, Chromebooks, and laptops/desktops. The HMH Player provides powerful presentation tools for teachers and collaboration tools that keep teacher and students connected.
- **The Personal Math Trainer,** powered by Knewton™, is the ultimate online, adaptive assessment and personalized learning system, and is embedded within the GO Math! interactive student Edition ensuring these core student digital resource are able to flexibly align with what student knows.
- **Interactive Student Edition (iSE):** offers an interactive approach with embedded media, videos, the e-glossary, i-tools, assessment, intervention, homework, and is accessible on computers and tablets.

Math on the Spot Videos: are lesson-specific videos that offer an engaging view of instructional round key lesson content and instructional model.

GO Math! Premium Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Grade 6		2014	6	9780544669659
GO Math! Premium Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Grade 6		2014	6	9780544669772
GO Math! Hybrid Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Grade 6		2014	6	9780544669857
GO Math! Hybrid Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Grade 6		2014	6	9780544669970
GO Math! Class Set (Print/Digital 6-Year) for 75 students Grade 6		2014	6	9780544312029
GO Math! Digital Classroom Package 6-Year digital for 75 students Grade 6		2014	6	9780544312166
GO Math! Interactive Student Edition 6-Year Print Subscription Grade 6		2014	6	9780544241664
GO Math! Interactive Student Edition Grade 6		2014	6	9780544056725
GO Math! Online Student Edition with Personal Math Trainer 6-Year Access Grade 6		2014	6	9780544101906
GO Math! Online Student Edition with Personal Math Trainer 1-Year Access Grade 6		2014	6	9780544101937
GO Math! Downloadable Student Edition PDF Grade 6		2015	6	9780544511026
GO Math! Common Core Assessment Readiness Workbook 6-Year Print Subscription Grade 6		2012	6	9780544449954
GO Math! Common Core Assessment Readiness Grade 6		2012	6	9780547876337
GO Math! Teacher Edition Grade 6		2014	6	9780544065710
GO Math! Teacher Resource Management Center 6-Year Access Grade 6		2014	6	9780544083059
GO Math! Teacher Resource Management Center 1-Year Access Grade 6		2014	6	9780544083097
GO Math! Downloadable Teacher Resource Tool Grade 6		2015	6	9780544510982

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	GO Math! Differentiated Instruction Resource with Answers Grade 6		2014	6	9780544066373	
	GO Math! Assessment Resource with Answers Grade 6		2014	6	9780544066915	
	GO Math! Solutions Key Grade 6		2014	6	9780544068506	
	GO Math! Common Core Assessment Readiness Teacher Guide Grade 6		2012	6	9780547875897	
	GO Math! Teacher Resource Package Upgraded 6-Year Grade 6		2014	6	9780544670099	
	GO Math! Premium Student Resource Package 6-Year Print/6-Year Digital Grade 6		2015	6	9780544503557	
	GO Math! Hybrid Student Resource Package 6-Year Print/6-Year Digital Grade 6		2014	6	9780544373259	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Go Math! Grade 7 © 2014	Dixon, Larson, Burger, Leinwand, Sandoval-Martinez	2014	7		Other
	Notes: See notes for grades 6-8 above.					
	Key Features: See above.					
	GO Math! Premium Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Grade 7		2014	7	9780544669666	
	GO Math! Premium Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Grade 7		2014	7	9780544669789	
	GO Math! Hybrid Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Grade 7		2014	7	9780544669864	
	GO Math! Hybrid Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Grade 7		2014	7	9780544669987	
	GO Math! Class Set (Print/Digital 6-Year) for 75 students Grade 7		2014	7	9780544312135	
	GO Math! Digital Classroom Package 6-Year Digital for 75 students Grade 7		2014	7	9780544312180	
	GO Math! Interactive Student Edition 6-Year Print Subscription Grade 7		2014	7	9780544241688	
	GO Math! Interactive Student Edition Grade 7		2014	7	9780544056756	
	GO Math! Online Student Edition with Personal Math Trainer 6-Year Access Grade 7		2014	7	9780544101913	
	GO Math! Online Student Edition with Personal Math Trainer 1-Year Access Grade 7		2014	7	9780544101944	
	GO Math! Downloadable Student Edition PDF Grade 7		2015	7	9780544511033	
	GO Math! Common Core Assessment Readiness 6-Year Print Subscription Grade 7		2012	7	9780544449909	
	GO Math! Common Core Assessment Readiness Grade 7		2012	7	9780547876238	
	GO Math! Teacher Edition Grade 7		2014	7	9780544066311	
	GO Math! Teacher Resource Management Center 6-Year Access Grade 7		2014	7	9780544083073	
	GO Math! Teacher Resource Management Center 1-Year Access Grade 7		2014	7	9780544083103	
	GO Math! Downloadable Teacher Resource Tool Grade 7		2015	7	9780544510999	
	GO Math! Differentiated Instruction Resource with		2014	7	9780544066380	

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	Answers Grade 7					
	GO Math! Assessment Resource with Answers Grade 7		2014	7	9780544066816	
	GO Math! Solutions Key Grade 7		2014	7	9780544068407	
	GO Math! Common Core Assessment Readiness Teacher Guide Grade 7		2012	7	9780547875859	
	GO Math! Teacher Resource Package Upgraded 6-Year Grade 7		2014	7	9780544670105	
	GO Math! Premium Student Resource Package 6-Year Print/6-Year Digital Grade 7		2015	7	9780544503564	
	GO Math! Hybrid Student Resource Package 6-Year Print/6-Year Digital Grade 7		2014	7	9780544373211	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Go Math! Grade 7 Accelerated © 2014	Dixon, Larson, Burger, Leinwand, Sandoval-Martinez	2014	7		Other
	Notes: See notes for grades 6-8 above.					
	Key Features: See above.					
	GO Math! Premium Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Accelerated 7		2014	7	9780544669680	
	GO Math! Premium Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Accelerated 7		2014	7	9780544669802	
	GO Math! Hybrid Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Accelerated 7		2014	7	9780544669888	
	GO Math! Hybrid Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Accelerated 7		2014	7	9780544670006	
	GO Math! Class Set Print/Digital for 75 students (6-Year Print/6-Year digital) Accelerated 7		2014	7	9780544305564	
	GO Math! Digital Classroom Package 6-Year digital for 75 students Accelerated 7		2014	7	9780544312227	
	GO Math! Digital Classroom Package 1-Year Digital for 75 students Accelerated 7 (2014	7	9780544443709	
	GO Math! Interactive Student Edition 6-Year Print Subscription Accelerated 7		2014	7	9780544241725	
	GO Math! Interactive Student Edition Accelerated 7		2014	7	9780544147164	
	GO Math! Online Student Edition with Personal Math Trainer 6-Year Access Accelerated 7		2014	7	9780544236721	
	GO Math! Online Student Edition with Personal Math Trainer 1-Year Access Accelerated 7		2014	7	9780544236011	
	GO Math! Downloadable Student Edition PDF Accelerated 7		2015	7	9780544511057	
	GO Math! Common Core Assessment Readiness 6-Year Print Subscription Grade 7		2013	7	9780544449909	
	GO Math! Common Core Assessment Readiness Grade 7		2013	7	9780547876238	
	GO Math! Teacher Edition Accelerated 7		2014	7	9780544147409	
	GO Math! Teacher Resource Management Center, 6-Year Accelerated 7		2014	7	9780544146815	

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	GO Math! Teacher Resource Management Center, 1-Year Accelerated 7		2014	7	9780544146792	
	GO Math! Downloadable Teacher Resource Tool Accelerated 7		2015	7	9780544511019	
	GO Math! Differentiated Instruction Resource with Answers Accelerated 7		2014	7	9780544146945	
	GO Math! Assessment Resource with Answers Accelerated 7		2014	7	9780544146914	
	GO Math! Solutions Key Accelerated 7		2014	7	9780544146983	
	GO Math! Common Core Assessment Readiness Teacher Guide Grade 7		2012	7	9780547875859	
	GO Math! Teacher Resource Package Upgraded 6-Year Accelerated 7		2014	7	9780544670129	
	GO Math! Premium Student Resource Package 6-Year Print/6-Year Digital Accelerated 7		2015	7	9780544503588	
	GO Math! Hybrid Student Resource Package 6-Year Print/6-Year Digital Accelerated 7		2014	7	9780544373242	
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Go Math! Grade 8 © 2014	Dixon, Larson, Burger, Leinwand, Sandoval-Martinez	2014	8		Other
	Notes: See notes for grades 6-8 above.					
	Key Features: See Key Features above.					
	GO Math! Premium Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Grade 8		2014	8	9780544669673	
	GO Math! Premium Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Grade 8		2014	8	9780544669796	
	GO Math! Hybrid Classroom Package Upgraded (Print/Digital 6-Years) for 75 students Grade 8		2014	8	9780544669871	
	GO Math! Hybrid Classroom Package Upgraded (Print/Digital 1-Year) for 75 students Grade 8		2014	8	9780544669994	
	GO Math! Class Set (Print/Digital 6-Year) for 75 students Grade 8		2014	8	9780544312395	
	GO Math! Digital Classroom Package 6-Year digital for 75 students Grade 8		2014	8	9780544312203	
	GO Math! Interactive Student Edition 6-Year Print Subscription Grade 8		2014	8	9780544241701	
	GO Math! Interactive Student Edition Grade 8		2014	8	9780544056787	
	GO Math! Online Student Edition with Personal Math Trainer 6-Year Access Grade 8		2014	8	9780544101920	
	GO Math! Online Student Edition with Personal Math Trainer 1-Year Access Grade 8		2014	8	9780544096707	
	GO Math! Downloadable Student Edition PDF Grade 8		2015	8	9780544511040	
	GO Math! Common Core Assessment Readiness 6-Year Print Subscription Grade 8		2012	8	9780544451247	
	GO Math! Common Core Assessment Readiness Grade 8		2012	8	9780547876139	
	GO Math! Teacher Edition Grade 8		2014	8	9780544065512	
	GO Math! Teacher Resource Management Center 6-Year Access Grade 8		2014	8	9780544083080	
	GO Math! Teacher Resource Management Center 1-Year		2014	8	9780544083110	

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	Access Grade 8					
	GO Math! Downloadable Teacher Resource Tool Grade 8		2015	8	9780544511002	
	GO Math! Differentiated Instruction Resource with Answers Grade 8		2014	8	9780544066366	
	GO Math! Assessment Resource with Answers Grade 8		2014	8	9780544066717	
	GO Math! Solutions Key Grade 8		2014	8	9780544068308	
	GO Math! Common Core Assessment Readiness Teacher Guide Grade 8		2012	8	9780547875880	
	GO Math! Teacher Resource Package Upgraded 6-Year Grade 8		2014	8	9780544670112	
	GO Math! Premium Student Resource Package 6-Year Print/6-Year Digital Grade 8		2015	8	9780544503571	
	GO Math! Hybrid Student Resource Package 6-Year Print/6-Year Digital Grade 8		2014	8	9780544373228	
Houghton Mifflin Harcourt	HMH Algebra 2 © 2015	Kanold, Larson, Burger, Dixon, Leinwand	2015	9-12		Core
	<p>Notes: Comprehensive program that encompasses standards, builds off prior knowledge, helps to develop in depth understanding. Teacher resources demonstrate math practices. Multiple response, justify, critique techniques and questions are required, carefully delineates multistep problems. Strengths: Resource locker: Algebra tiles, videos, ELL glossary etc. Accessible w/smart device. Organization by unit/module, RTI Materials, PD & Math practices, Differentiation, Essential questions, Performance tasks throughout, Online state resources, Weaknesses: Limited practice within the textbook, reading level appears to be more middle school age appropriate rather than high school, Quarterly Benchmarks: more 'chunking'-one to one device for electronic testing, Electric/Tech requirements, Vocabulary appears lite. Introduced/ highlighted but no consistency used or asked for students to use. Pages don't match from teachers to student text. Huge disconnect between TE & SE books. Example: Page #'s don't match up. Lesson 7.2 # 10 in SE is on Engineering problem but business problem in TE.</p>					
	<p>Key Features: : The <i>HMH AGA © 2015</i> program provides coherent, focused, and rigorous Common Core instruction though a blended learning approach. The program begins with a digital student experience (organized around the "5Es" of instruction) and follows an interactive HTML pathway. The concise print offering showcases interactivity with a "less talking, more doing" approach to teaching mathematics. The program provides rigor and depth of understanding through interactive lessons, research-based instructional approaches, best practices, and differentiation instructional resources to ensure success for all students. The HMH AGA program sets apart from other programs due to: Seamless integration of digital features reaches today's students in their preferred learning style Digital course management tools offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning. Focused, balanced, and rigorous instruction encompasses the philosophy and intent of new state standards. Presents a digital-first solution, built around the groundbreaking HMH Player that transcends the traditional approach of eBooks and online resources. HMH Player provides an enhanced tablet-friendly digital experience for students, teachers, and parents Personalized and adaptive instruction is taken to the next level with Personal Math Trainer, powered by Knewton™.</p>					
	HMH Algebra 2 Premium Classroom Package Upgraded (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544670754	
	HMH Algebra 2 Premium Hardbound Classroom Package Upgraded (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544670792	
	HMH Algebra 2 Hybrid Classroom Package Upgraded (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544670815	
	HMH Algebra 2 Hybrid Hardbound Classroom Package Upgraded (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544670853	

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HMH Algebra 2 Hardbound Class Set Package Upgraded (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544670877	
HMH Algebra 2 Digital Classroom Package 6-Year		2015	9-12	9780544399785	
HMH Algebra 2 Student Edition (Hardbound)		2015	9-12	9780544385917	
HMH Algebra 2 Interactive Student Edition Volumes 1 & 2 6-Year Print Subscription		2015	9-12	9780544400573	
HMH Algebra 2 Online Student Edition with Personal Math Trainer 6-Year		2015	9-12	9780544417885	
HMH Algebra 2 Downloadable Student Edition PDF		2015	9-12	9780544511231	
HMH Algebra 2 Common Core Assessment Readiness Workbook 6-Year Print Subscription		2014	9-12	9780544476295	
HMH Algebra 2 Common Core Assessment Readiness		2012	9-12	9780547882444	
HMH Algebra 2 Teacher's Edition with Solutions		2015	9-12	9780544385924	
HMH Algebra 2 Online Teacher Resource Management Center 6-Year		2015	9-12	9780544386136	
HMH Algebra 2 Downloadable Teacher Resource Tool		2015	9-12	9780544511200	
HMH Algebra 2 Response to Intervention Blackline Masters		2015	9-12	9780544385931	
HMH Algebra 2 Common Core Assessment Readiness Teacher Guide		2012	9-12	9780547877143	
HMH Algebra 2 Online Interactive Whiteboard Classroom Set		2012	9-12	9780547906133	
HMH Algebra 2 Teacher Resource Package Upgraded 6-Year		2015	9-12	9780544670884	
HMH Algebra 2 Premium Student Resource Package (6-Year Print/6-Year Digital)		2015	9-12	9780544503182	
HMH Algebra 2 Premium Hardbound Student Resource Package (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544575264	
HMH Algebra 2 Hybrid Hardbound Student Resource Package (6-Year Print/6-Year Digital for 75 students)		2015	9-12	9780544433335	
HMH Algebra 2 Student Resource Package (6-Year Print/6-Year Digital)		2015	9-12	9780544409569	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	McGraw-Hill My Math	Altieri	2013	K-2		Other
	Key Features: <i>McGraw-Hill My Math</i> for grades K-5 is organized around the Common Core State Standards for Mathematics and emphasizes Mathematical Practices in an interactive environment that makes learning fun and exciting. Students interact with math like never before, as they have the opportunity to take notes within their own textbook and even complete homework on a tablet. ConnectED, our digital platform, ensures that students have a consistent experience through grades K-8.					
McGraw-Hill School Education, LLC	McGraw-Hill My Math	Altieri	2013	K		Other
	Notes: It has all the components and meets the expectations. The TE is a little confusing at first. Contains beginning, mid, and end of year assessments to gage progress. Strengths: Integration of the strands. Materials list for each lesson was clear. Weaknesses: Mathematical Practices are present, but not fully integrated. Not much practice, fluency piece is lacking.					
	Key Features: See Key Features above.					
	McGraw-Hill My Math - Student Edition Volume 1 Grade K	Altieri	2013	K	9780021150199	

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McGraw-Hill My Math - Student Edition Volume 2 Grade K	Altieri	2013	K	9780021160679
McGraw-Hill My Math Interactive Guide Student Edition Grade K	Altieri	2013	K	9780021331024
McGraw-Hill My Math Teacher Edition Volume 1 Grade K	Altieri	2013	K	9780021435432
McGraw-Hill My Math Teacher Edition Volume 2 Grade K	Altieri	2013	K	9780021383672
McGraw-Hill My Math Interactive Guide Teacher Edition Grade K	Altieri	2013	K	9780021318551
McGraw-Hill My Math National Student Package 6 Year Subscription Grade K	Altieri	2013	K	9780021268917
McGraw-Hill My Math Student Editions And Online Estudent Edition 1 Year Set Grade K	Altieri	2013	K	9780021173143
McGraw-Hill My Math Online Estudent Edition 6 Year Subscription Grade K	Altieri	2013	K	9780021277131
McGraw-Hill My Math - Estudent Edition 1 Year Subscription Grade K	Altieri	2013	K	9780021198047
McGraw-Hill My Math National Student Edition Package Grade K	Altieri	2013	K	9780021170685
McGraw-Hill My Math Teacher Edition Package Grade K	Altieri	2013	K	9780021358175
McGraw-Hill My Math Teacher Editions Plus Online ETE 6 Year Subscription Grade K	Altieri	2013	K	9780021404421
McGraw-Hill My Math Eteacher Edition 1 Year Subscription Grade K	Altieri	2013	K	9780021386123
McGraw-Hill My Math - Assessment Masters Grade K	Altieri	2013	K	9780021161775
Math 2009 Gr K Deluxe RWPS Readers Approaching Level 6pk	Altieri	2013	K	9780021128990
Math 2009 Gr K Deluxe On-Level Real World Prob Solving Reader 6-Pack	Altieri	2013	K	9780021073597
Math 2009 Gr K Deluxe RWPS Readers Beyond Level 6pk	Altieri	2013	K	9780021129119
McGraw-Hill My Math - Estudent Edition CD-Rom Grade K	Altieri	2013	K	9780021197934
McGraw-Hill My Math Teacher Edition CD-Rom Grade K	Altieri	2013	K	9780021354184
Math 2009 Gr K-1 Math Songs Compact Disc	Altieri	2013	K-1	9780021064045
Math 2009 Gr K Individual Manipulative Kit	Altieri	2013	K	9780021064779
Math 2009 Gr K-5 Magnetic Manipulative Kit	Altieri	2013	K-5	9780021064861
Math 2009 Gr K-2 Teacher Tool Kit	Altieri	2013	K-2	9780021064878
McGraw-Hill My Math Online Eteacher Edition 6 Year Subscription Grade K	Altieri	2013	K	9780021277254
MCGRAW-HILL MY MATH Think Smart For The Smarter Balanced ASSESSMENT GRADE K	ALTIERI	2013	K	9780021320622
McGraw-Hill My Math Learning Station Grade K	Altieri	2013	K	9780021171590
Math Real World Problem Solving Readers Approaching Grade K	Altieri	2013	K	9780021128938
Math 2009 Gr K On-Level Real World Prob Solving Reader 1 Of Each	Altieri	2013	K	9780021073795
Math 2009 Gr K RWPS Readers Beyond Level 1 Each	Altieri	2013	K	9780021129058
McGraw-Hill My Math Real World Problem Solving Level Reader Teacher Guide Grade K	Altieri	2013	K	9780021171538
Math 2009 Gr K Classroom Manipulative Kit	Altieri	2013	K	9780021064816
McGraw-Hill My Math Countdown To Common Core Grade K	Altieri	2013	K	9780021347841

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McGraw-Hill School Education, LLC	McGraw-Hill My Math	Altieri	2013	1		Other
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	McGraw-Hill My Math - Student Edition Volume 1 Grade 1	Altieri	2013	1	9780021150205	
	McGraw-Hill My Math - Student Edition Volume 2 Grade 1	Altieri	2013	1	9780021160686	
	McGraw-Hill My Math Interactive Guide Student Edition Grade 1	Altieri	2013	1	9780021327058	
	McGraw-Hill My Math National Student Edition Package Grade 1	Altieri	2013	1	9780021170692	
	McGraw-Hill My Math National Student Package 6 Year Subscription Grade 1	Altieri	2013	1	9780021269860	
	McGraw-Hill My Math Student Editions And Online Estudent Edition 1 Year Set Grade 1	Altieri	2013	1	9780021173150	
	McGraw-Hill My Math Online Estudent Edition 6 Year Subscription Grade 1	Altieri	2013	1	9780021277148	
	McGraw-Hill My Math - Estudent Edition 1 Year Subscription Grade 1	Altieri	2013	1	9780021198030	
	McGraw-Hill My Math Teacher Edition Volume 1 Grade 1	Altieri	2013	1	9780021383931	
	McGraw-Hill My Math Teacher Edition Volume 2 Grade 1	Altieri	2013	1	9780021383948	
	McGraw-Hill My Math Interactive Guide Teacher Edition Grade 1	Altieri	2013	1	9780021308958	
	McGraw-Hill My Math Teacher Edition Package Grade 1	Altieri	2013	1	9780021408702	
	McGraw-Hill My Math Teacher Editions Plus Online ETE 6 Year Subscription Grade 1	Altieri	2013	1	9780021431533	
	McGraw-Hill My Math Eteacher Edition 1 Year Subscription Grade 1	Altieri	2013	1	9780021386154	
	McGraw-Hill My Math - Assessment Masters Grade 1	Altieri	2013	1	9780021161782	
	Math 2009 Gr 1 Deluxe RWPS Readers Approaching Level 6pk	Altieri	2013	1	9780021129003	
	Math 2009 Gr 1 Deluxe On-Level Real World Prob Solving Reader 6-Pack	Altieri	2013	1	9780021073610	
	Math 2009 Gr 1 Deluxe RWPS Readers Beyond Level 6pk	Altieri	2013	1	9780021129126	
	McGraw-Hill My Math - Estudent Edition CD-Rom Grade 1	Altieri	2013	1	9780021197941	
	McGraw-Hill My Math Teacher Edition CD-Rom Grade 1	Altieri	2013	1	9780021426638	
	Math 2009 Gr K-1 Math Songs Compact Disc	Altieri	2013	K-1	9780021064045	
	Math 2009 Gr 1-2 Individual Manipulative Kit	Altieri	2013	1-2	9780021064786	
	Math 2009 Gr K-5 Magnetic Manipulative Kit	Altieri	2013	K-5	9780021064861	
	Math 2009 Gr K-2 Teacher Tool Kit	Altieri	2013	K-2	9780021064878	
	McGraw-Hill My Math Print SE + 1 Year Estudent Edition + 1 Year Quick Tables Bundle Grade 1	Altieri	2013	1	9780021306343	
	McGraw-Hill My Math Student Editions/Online ESE/1 Quick Tables 6 Year Subsc Bundle Grade 1	Altieri	2013	1	9780021404179	
	McGraw-Hill My Math Student Editions/Online ESE/6 Quick Tables 6 Year Subsc Bundle Grade 1	Altieri	2013	1	9780021403738	
	McGraw-Hill My Math Online Eteacher Edition 6 Year Subscription Grade 1	Altieri	2013	1	9780021277261	

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	McGraw-Hill My Math Learning Station Grade 1	Altieri	2013	1	9780021171606	
	Math 2009 Gr 1 RWPS Readers Approaching Level 1 Each	Altieri	2013	1	9780021128945	
	Math 2009 Gr 1 On-Level Real World Prob Solving Reader 1 Of Each	Altieri	2013	1	9780021073818	
	Math 2009 Gr 1 RWPS Readers Beyond Level 1 Each	Altieri	2013	1	9780021129065	
	McGraw-Hill My Math Real World Problem Solving Level Reader Teacher Guide Grade 1	Altieri	2013	1	9780021171545	
	Math 2009 Gr 1-2 Classroom Manipulative Kit	Altieri	2013	1-2	9780021064823	
	McGraw-Hill My Math Countdown To Common Core Grade 1	Altieri	2013	1	9780021386222	
	McGraw-Hill My Math Think Smart For The Smarter Balanced Assessment Grade 1	Altieri	2013	1	9780021311798	
	McGraw-Hill My Math	Altieri	2013	2		Other
McGraw-Hill School Education, LLC	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	McGraw-Hill My Math - Student Edition Volume 1 Grade 2	Altieri	2013	2	9780021150212	
	McGraw-Hill My Math - Student Edition Volume 2 Grade 2	Altieri	2013	2	9780021160693	
	McGraw-Hill My Math Interactive Guide Student Edition Grade 2	Altieri	2013	2	9780021327164	
	McGraw-Hill My Math Teacher Edition Volume 1 Grade 2	Altieri	2013	2	9780021383955	
	McGraw-Hill My Math Teacher Edition Volume 2 Grade 2	Altieri	2013	2	9780021383962	
	McGraw-Hill My Math Interactive Guide Teacher Edition Grade 2	Altieri	2013	2	9780021301225	
	McGraw-Hill My Math National Student Edition Package Grade 2	Altieri	2013	2	9780021170708	
	McGraw-Hill My Math National Student Package 6 Year Subscription Grade 2	Altieri	2013	2	9780021269877	
	McGraw-Hill My Math Student Editions And Online Estudent Edition 1 Year Set Grade 2	Altieri	2013	2	9780021173167	
	McGraw-Hill My Math Online Estudent Edition 6 Year Subscription Grade 2	Altieri	2013	2	9780021277155	
	McGraw-Hill My Math - Estudent Edition 1 Year Subscription Grade 2	Altieri	2013	2	9780021198023	
	McGraw-Hill My Math Teacher Edition Package Grade 2	Altieri	2013	2	9780021408719	
	McGraw-Hill My Math Teacher Editions Plus Online Ete 6 Year Subscription Grade 2	Altieri	2013	2	9780021431540	
	McGraw-Hill My Math Eteacher Edition 1 Year Subscription Grade 2	Altieri	2013	2	9780021386161	
	McGraw-Hill My Math - Assessment Masters Grade 2	Altieri	2013	2	9780021161799	
	Math 2009 Gr 2 Deluxe RWPS Readers Approaching Level 6pk	Altieri	2013	2	9780021129010	
	Math 2009 Gr 2 Deluxe On-Level Real World Prob Solving Reader 6-Pack	Altieri	2013	2	9780021073627	
	Math 2009 Gr 2 Deluxe RWPS Readers Beyond Level 6pk	Altieri	2013	2	9780021129133	
	McGraw-Hill My Math - Estudent Edition CD-Rom Grade 2	Altieri	2013	2	9780021197958	
	McGraw-Hill My Math Teacher Edition CD-Rom Grade 2	Altieri	2013	2	9780021346172	
	Math 2009 Gr 2-3 Math Songs Compact Disc	Altieri	2013	2-3	9780021064113	
	Math 2009 Gr 1-2 Individual Manipulative Kit	Altieri	2013	1-2	9780021064786	

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	Math 2009 Gr K-5 Magnetic Manipulative Kit	Altieri	2013	K-5	9780021064861	
	Math 2009 Gr K-2 Teacher Tool Kit	Altieri	2013	K-2	9780021064878	
	McGraw-Hill My Math Print SE + 1 Year Estudent Edition + 1 Year Quick Tables Bundle Grade 2	Altieri	2013	2	9780021306381	
	McGraw-Hill My Math Student Editions/Online ESE/1 Quick Tables 6 Year Subsc Bundle Grade 2	Altieri	2013	2	9780021403691	
	McGraw-Hill My Math Student Editions/Online ESE/6 Quick Tables 6 Year Subsc Bundle Grade 2	Altieri	2013	2	9780021403745	
	McGraw-Hill My Math Online Eteacher Edition 6 Year Subscription Grade 2	Altieri	2013	2	9780021277278	
	McGraw-Hill My Math Learning Station Grade 2	Altieri	2013	2	9780021171613	
	Math 2009 Gr 2 RWPS Readers Approaching Level 1 Each	Altieri	2013	2	9780021128952	
	Math 2009 Gr 2 On-Level Real World Prob Solving Reader 1 Of Each	Altieri	2013	2	9780021073825	
	Math 2009 Gr 2 RWPS Readers Beyond Level 1 Each	Altieri	2013	2	9780021129072	
	McGraw-Hill My Math Real World Problem Solving Level Reader Teacher Guide Grade 2	Altieri	2013	2	9780021171552	
	Math 2009 Gr 1-2 Classroom Manipulative Kit	Altieri	2013	1-2	9780021064823	
	McGraw-Hill My Math Countdown To Common Core Grade 2	Altieri	2013	2	9780021382125	
	McGraw-Hill My Math Think Smart For The Smarter Balanced Assessment Grade 2	Altieri	2013	2	9780021311750	
McGraw-Hill School Education, LLC	Everyday Math	Bell et al	2016	K-2		
	Notes: Logical sequence and layout of the chapters. The lessons were presented in such a way that an experienced teacher or a novice teacher, even a substitute, could easily follow and adapt to meet learning goals. The core standards and mathematical practices were embedded and supported throughout the text.					
	Strengths: Rigor and levels of complexity in each lesson. Ell includes various strategies, focus on vocabulary. 5 components of the lesson: get ready, investigate & model, teach, practice & apply, differentiated instruction, and wrap it up.					
	Key Features: <i>Everyday Mathematics</i> is a PreK-6 core mathematics program developed at University of Chicago and grounded in substantial field testing and a distinct research-based philosophy. <i>Everyday Mathematics</i> provides rigorous instruction, promoting long-term retention and deeply incorporated problem-solving and game-based learning. The curriculum has a spiraled approach, distributing learning throughout the curriculum. Research has shown children learn best through distributed practice – when new topics are presented at a brisk pace, with multiple exposures over time and frequent opportunities for review and practice, often referred to as a “Spiral Curriculum”. The <i>Everyday Mathematics</i> curriculum optimizes these conditions for learning and retaining knowledge, by introducing new concepts or skills informally and then revisited in a variety of contexts over several grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.					
McGraw-Hill School Education, LLC	Everyday Math	Bell et al	2016	K		Other
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	Everyday Math Essential Student Material SEt 6 Year Subsc Bundle Grade K	Bell Et Al	2016	K	9780021339549	
	Everyday Math Comprehensive Sms 1 Year Subscription Bundle Grade K	Bell Et Al	2016	K	9780021314577	
	Everyday Math Essential Sms 1 Year Subscription Bundle Grade K	Bell Et Al	2016	K	9780021304714	
	Everyday Math Student Edition 1 Year Subscription Grade K	Bell Et Al	2016	K	9780021389186	

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	Everyday Math Online Student Edition 6 Year Subscription Grade K	Bell Et Al	2016	K	9780021336746		
	Everyday Math Comprehensive Student Material Set 6 Year Subsc Bundle Grade K	Bell Et Al	2016	K	9780021339686		
	Everyday Math Teacher Guide Volume 1 Grade K	Bell Et Al	2016	K	9780021414093		
	Everyday Math Teacher Guide Volume 2 Grade K	Bell Et Al	2016	K	9780021414116		
	Everyday Math Online Teacher Edition 6 Year Subscription Grade K	Bell Et Al	2016	K	9780021341566		
	Everyday Math Comprehensive Classroom Resource Pkg 6 Year Subsc Bundle Grade K	Bell Et Al	2016	K	9780021416073		
	Everyday Math Manipulative Kit With Marker boards Grade K	Bell Et Al	2016	K	9780076715534		
	Everyday Math Sing Everyday Early Childhood Music Cd English & Spanish	Bell Et Al	2016	K	9780021383610		
	Everyday Math Activity Cards Grade K	Bell Et Al	2016	K	9780021409334		
	Everyday Math Assessment Handbook Grade K	Bell Et Al	2016	K	9780021366040		
	Everyday Math Kindergarten Classroom Resources Grade K	Bell Et Al	2016	K	9780021379897		
	Everyday Math Minute Math Grade K	Bell Et Al	2016	K	9780021414123		
	Everyday Math Math Masters Grade K	Bell Et Al	2016	K	9780021348237		
	Everyday Math Thermometer Poster Grade K-2	Bell Et Al	2016	K-2	9780021383122		
	Everyday Math Class Number Grid Poster Grade K	Bell Et Al	2016	K	9780021383139		
	Everyday Math Two Dimensional Shapes Poster Grade K-2	Bell Et Al	2016	K-2	9780021385652		
	Everyday Math Standards Math Practice Poster Standards 1-8 Eng/Span Grade K-2	Bell Et Al	2016	K-2	9780021385720		
	Everyday Math My First Math Book Grade K	Bell Et Al	2016	K	9780021428052		
	Everyday Math Classroom Manipulatives Kit Grade K	Bell Et Al	2016	K	9780021409730		
	Everyday Math Home Links Grade Grade K	Bell Et Al	2016	K	9780021379545		
	Everyday Math Games Class Games Kit Early Childhood	Bell Et Al	2016	K	9780076561841		
	Everyday Math Quick Look Cards Dot Patterns Grade K-1	Bell Et Al	2016	K-1	9780021414215		
	Everyday Math Quick Looks Cards Double Ten Frames	Bell Et Al	2016	K-2	9780021407248		
	Everyday Math Quick Look Cards Five Frames	Bell Et Al	2016	K	9780021306060		
	Everyday Math Quick Looks Cards Ten Frames	Bell Et Al	2016	K-2	9780021301928		
	Everyday Math Math At Home Book 1 Grade K	Bell Et Al	2016	K	9780021382446		
	Everyday Math Math At Home Book 2 Grade K	Bell Et Al	2016	K	9780021383283		
	Everyday Math Math At Home Book 3 Grade K	Bell Et Al	2016	K	9780021383306		
McGraw-Hill School Education, LLC	Everyday Math	Bell Et Al	2016	1		Other	
	Notes: See notes for grades K-2 above.						
	Key Features: See Key Features above.						
	Everyday Math Essential Student Material SET 6 Year Subsc Bundle Grade 1	Bell Et Al	2016	1	9780021416516		
	Everyday Math Comprehensive Student Material Set 6 Year Subsc Bundle Grade 1	Bell Et Al	2016	1	9780021339778		

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	Everyday Math Online Student Edition 6 Year Subscription Grade 1	Bell Et Al	2016	1	9780021336890	
	Everyday Math Student Edition 1 Year Subscription Grade 1	Bell Et Al	2016	1	9780021340354	
	Everyday Math Comprehensive Sms 1 Year Subscription Bundle Grade 1	Bell Et Al	2016	1	9780021302789	
	Everyday Math Essential Sms 1 Year Subscription Bundle Grade 1	Bell Et Al	2016	1	9780021314843	
	Everyday Math Student Math Journal Volume 1 Grade 1	Bell Et Al	2016	1	9780021430789	
	Everyday Math Student Math Journal Volume 2 Grade 1	Bell Et Al	2016	1	9780021430819	
	Everyday Math Online Teacher Edition 6 Year Subscription Grade 1	Bell Et Al	2016	1	9780021341641	
	Everyday Math Journal Answer Teacher Book 2 Volume Set Grade 1	Bell Et Al	2016	1	9780021391097	
	Everyday Math Math Journal Answers Teacher Book Volume 1 Grade 1	Bell Et Al	2016	1	9780021407996	
	Everyday Math Math Journal Answers Teacher Book Volume 2 Grade 1	Bell Et Al	2016	1	9780021390953	
	Everyday Math Comprehensive Classroom Resource Pkg 6 Year Subsc Bundle Grade 1	Bell Et Al	2016	1	9780021416110	
	Everyday Math Manipulative Kit With Marker boards Grade 1	Bell Et Al	2016	1	9780076725427	
	Everyday Math Activity Cards Grade 1	Bell Et Al	2016	1	9780021409365	
	Everyday Math - Teacher Lesson Guide Volume 1 Grade 1	Bell Et Al	2016	1	9780021144631	
	Everyday Math Teacher Lesson Guide Volume 2 Grade 1	Bell Et Al	2016	1	9780021383658	
	Everyday Math Assessment Handbook Grade 1	Bell Et Al	2016	1	9780021366071	
	Everyday Math Minute Math Grade 1-3	Bell Et Al	2016	1-3	9780021383238	
	Everyday Math Math Masters Grade 1	Bell Et Al	2016	1	9780021348268	
	Everyday Math Thermometer Poster Grade K-2	Bell Et Al	2016	K-2	9780021383122	
	Everyday Math Two Dimensional Shapes Poster Grade K-2	Bell Et Al	2016	K-2	9780021385652	
	Everyday Math Standards Math Practice Poster Standards 1-8 Eng/Span Grade K-2	Bell Et Al	2016	K-2	9780021385720	
	Everyday Math Number Grid Poster Grade 1-6	Bell Et Al	2016	1-6	9780021385669	
	Everyday Math Games - Class Games Kit Grade 1	Bell Et Al	2016	1	9780076220083	
	Everyday Math Classroom Manipulatives Kit Grade 1	Bell Et Al	2016	1	9780021409877	
	Everyday Math Home Links Grade Grade 1	Bell Et Al	2016	1	9780021379583	
	Everyday Math Quick Look Cards Dot Patterns Grade K-1	Bell Et Al	2016	K-1	9780021414215	
	Everyday Math Quick Looks Cards Double Ten Frames	Bell Et Al	2016	K-2	9780021407248	
	Everyday Math Quick Looks Cards Ten Frames	Bell Et Al	2016	K-2	9780021301928	
	Everyday Math My Reference Book Grade 1-2	Bell Et Al	2016	1-2	9780021383511	
	Everyday Math - Pattern Block Template Grade 1-3	Bell Et Al	2016	1-3	9780076045389	
McGraw-Hill School Education, LLC	Everyday Math	Bell Et Al	2016	2		Other
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					

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Everyday Math Essential Student Material SET 6 Year Subsc Bundle Grade 2	Bell Et Al	2016	2	9780021416554
Everyday Math Comprehensive Student Material Set 6 Year Subsc Bundle Grade 2	Bell Et Al	2016	2	9780021339853
Everyday Math Online Student Edition 6 Year Subscription Grade 2	Bell Et Al	2016	2	9780021341542
Everyday Math Student Math Journal Volume 1 Grade 2	Bell Et Al	2016	2	9780021430826
Everyday Math Student Math Journal Volume 2 Grade 2	Bell Et Al	2016	2	9780021430864
Everyday Math Student Edition 1 Year Subscription Grade 2	Bell Et Al	2016	2	9780021445769
Everyday Math Comprehensive Sms 1 Year Subscription Bundle Grade 2	Bell Et Al	2016	2	9780021328499
Everyday Math Essential Sms 1 Year Subscription Bundle Grade 2	Bell Et Al	2016	2	9780021325085
Everyday Math Online Teacher Edition 6 Year Subscription Grade 2	Bell Et Al	2016	2	9780021339310
Everyday Math Math Journal Answers Teacher Book Volume 1 Grade 2	Bell Et Al	2016	2	9780021390960
Everyday Math Math Journal Answers Teacher Book Volume 2 Grade 2	Bell Et Al	2016	2	9780021409693
Everyday Math Teacher Lesson Guide Volume 1 Grade 2	Bell Et Al	2016	2	9780021409914
Everyday Math Teacher Lesson Guide Volume 2 Grade 2	Bell Et Al	2016	2	9780021409952
Everyday Math Comprehensive Classroom Resource Pkg 6 Year Subsc Bundle Grade 2	Bell Et Al	2016	2	9780021416158
Everyday Math Manipulative Kit With Marker boards Grade 2	Bell Et Al	2016	2	9780076725557
Everyday Math Journal Answer Teacher Book 2 Volume Set Grade 2	Bell Et Al	2016	2	9780021391134
Everyday Math Activity Cards Grade 2	Bell Et Al	2016	2	9780021409372
Everyday Math Assessment Handbook Grade 2	Bell Et Al	2016	2	9780021366088
Everyday Math Minute Math Grade 1-3	Bell Et Al	2016	1-3	9780021383238
Everyday Math Math Masters Grade 2	Bell Et Al	2016	2	9780021409242
Everyday Math Thermometer Poster Grade K-2	Bell Et Al	2016	K-2	9780021383122
Everyday Math Thermometer Poster Grade 2	Bell Et Al	2016	2	9780021352265
Everyday Math Two Dimensional Shapes Poster Grade K-2	Bell Et Al	2016	K-2	9780021385652
Everyday Math Standards Math Practice Poster Standards 1-8 Eng/Span Grade K-2	Bell Et Al	2016	K-2	9780021385720
Everyday Math Number Grid Poster Grade 1-6	Bell Et Al	2016	1-6	9780021385669
Everyday Math Number Lines English/Spanish Grade 2	Bell Et Al	2016	2	9780021353996
Everyday Math Games - Class Games Kit Grade 2	Bell Et Al	2016	2	9780076220090
Everyday Math Classroom Manipulatives Kit Grade 2	Bell Et Al	2016	2	9780021409907
Everyday Math Home Links Grade 2	Bell Et Al	2016	2	9780021379590
Everyday Math Quick Looks Cards Double Ten Frames	Bell Et Al	2016	K-2	9780021407248
Everyday Math Quick Looks Cards Ten Frames	Bell Et Al	2016	K-2	9780021301928
Everyday Math My Reference Book Grade 1-2	Bell Et Al	2016	1-2	9780021383511

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Everyday Math - Pattern Block Template Grade 1-3	Bell Et Al	2016	1-3	9780076045389
Attribute Block Set	Bell Et Al	2016	K-2	R31076SRA
Base 10 Flats Set 10	Bell Et Al	2016	1-6	R20813SRA
Base 10 Rods Set 50	Bell Et Al	2016	1-6	R20812SRA
Base 10 Block	Bell Et Al	2016	2, 5, 6	R20814SRA
Base10 Units Set 100	Bell Et Al	2016	1-6	R21250SRA
Everyday Mathematics - Panda Bear Counters	Bell Et Al	2016	K	9780076003839
Everyday Math Chenille Stems	Bell Et Al	2016	K	9780021451289
Clock Face Stamp	Bell Et Al	2016	2-3	R21228SRA
Everyday Math Clock Faces 25/Pack Grade 3	Bell Et Al	2016	1-3	9780021372195
Coin Stamp Heads Set 5	Bell Et Al	2016	2	7452SRA
Everyday Mathematics - Connecting Cubes	Bell Et Al	2016	K-1	9780076003815
Everyday Math - Connectors Package Of 2000	Bell Et Al	2016	1-4	9780076036301
2 Color Counters/500	Bell Et Al	2016	K, 2, 5	MAC026
Everyday Math Translucent Counters	Bell Et Al	2016	K-4	9780021433650
Counting Sticks Pkg 1000	Bell Et Al	2016	K-2	R30751
Dice Blank Pkg 16	Bell Et Al	2016	1-3	R21662SRA
Dot Dice Pkg 12	Bell Et Al	2016	K-6	R20888SRA
Polyhedra Dice Set 6	Bell Et Al	2016	1, 2, 6	R30760SRA
Double 9 Dominoes	Bell Et Al	2016	K-2	R9158SRA
Everyday Math Games Everything Math Deck	Bell Et Al	2016	1-6	9780076561056
Geoboard 7 X 7	Bell Et Al	2016	K-4, 6	R30753
Everyday Math Games Kit - Inch Cubes Package	Bell Et Al	2016	K	9780075794783
Marker Boards Pkg 10	Bell Et Al	2016	K-6	R9038
Everyday Math Meter sticks	Bell Et Al	2016	2	9780021390298
Everyday Math Number Line/Time Line	Bell Et Al	2016	K-6	9781877817977
Pattern Blocks	Bell Et Al	2016	K-6	R30759SRA
Money/Coins/ Dimes/250	Bell Et Al	2016	1-2	MAC045
Money/Coins/ Nickels/500	Bell Et Al	2016	2	MAC046
Money/Coins/ Pennies/500	Bell Et Al	2016	1-2	MAC047
Money/Coins/ Quarters/100	Bell Et Al	2016	2	MAC044
Rocker Balance Scale	Bell Et Al	2016	K, 3	3164SRA
Everyday Math - Rubber Bands Package Of 400	Bell Et Al	2016	K-4	9780076036288
6 Ruler 10pk	Bell Et Al	2016	2	9781570399985
Transparent Spinner	Bell Et Al	2016	K	MAC019
Stamp Pad	Bell Et Al	2016	2	R30762SRA
Everyday Math - Straws Package Of 500	Bell Et Al	2016	K-3	9780076036271
Tape Measure Retractable	Bell Et Al	2016	2-5	04915

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	Everyday Math - Retractable Tape Measure 10 Pack	Bell Et Al	2016	2-5	9780076235216	
	Classroom Thermometer Science Products	Bell Et Al	2016	K-2	5557	
	Everyday Mathematics - Timer	Bell Et Al	2016	K	9780076003846	
	Everyday Math Toothpicks	Bell Et Al	2016	K	9780021454686	
	Everyday Math Yardsticks	Bell Et Al	2016	2	9780021389445	
	Everyday Math Games Everything Math Deck 5-Pack	Bell Et Al	2016	1-6	9780076573820	
	Everyday Math Plastic Ten Frames	Bell Et Al	2016	1	9780021415847	
	Everyday Math Geosolids	Bell Et Al	2016	K-2, 6	9780021406883	
	Everyday Math - Number Lines 35-180 Package Of 3	Bell Et Al	2016	K-6	9780076036295	
	Everyday Math Stringable Beads	Bell Et Al	2016	K	9780021389490	
McGraw-Hill School Education, LLC	Building Blocks	Clements	2015	K-5		Intervention
	Notes: To be used in conjunction with Number Worlds. Intended to be used as a small piece and extra practice with Number Worlds. Strengths: ELL option between English and Spanish games, learning trajectories help teachers correlate level of practice to expected age, engaging through technology. Weaknesses: Not enough information for teachers as a stand-alone program. No higher level thinking required. Lacks rigor, coherency and focus.					
	Key Features: Building Blocks activities provide supplemental math practice for students in grades preK-8 in an all-digital, adaptive format. Building Blocks is designed to engage students by adapting to meet individual student needs. The adaptive engine automatically adjusts based on student responses. Remedies and extra practice activities help students to master key math skills. Ongoing, real-time reports allow teachers to easily track student progress and identify potential problem areas. <i>Building Blocks</i> is proven to build a strong foundation for math success. The program is the result of National Science Foundation-funded research and is designed to guide students through research-based learning paths.					
	Building Blocks Single Student, 6-year subscription	Clements	2015		9780021334551	
	Building Blocks Single Student, 1-year subscription	Clements	2015		9780021455744	
	Building Blocks Single Student, 3-year subscription	Clements	2015		9780021333998	
	Building Blocks Single Teacher, 1-year subscription	Clements	2015		9780021332366	
	Building Blocks Single Teacher, 3-year subscription	Clements	2015		9780021332724	
	Building Blocks Single Teacher, 6-year subscription	Clements	2015		9780021332779	
	Building Blocks Single Class License, 1-year subscription	Clements	2015		9780021372577	
	Building Blocks Multiple Class License, 1-year subscription	Clements	2015		9780021330591	
	Building Blocks District License, 1-year subscription	Clements	2015		9780021331444	
	Building Blocks Single Class License, 3-year subscription	Clements	2015		9780021381975	
	Building Blocks Multiple Class LicenSE, 3-year subscription	Clements	2015		9780021354313	
	Building Blocks District LicenSE, 3-year subscription	Clements	2015		9780021354412	
Building Blocks Single Class License, 6-year subscription	Clements	2015		9780021455393		
Building Blocks Multiple Class License, 6-year subscription	Clements	2015		9780021455478		
Building Blocks District LicenSE, 6-year subscription	Clements	2015		9780021455553		
McGraw-Hill School Education, LLC	Number Worlds	Griffin	2015	K-8		
	Notes: Grades K-2: Placement tests are provided to determine the strengths/needs of students. Units contain pre and post assessments to determine the effectiveness of the lessons on student learning. The engage steps allow students to develop and practice skills, additional materials such as Building Blocks provide extended activities, student assessment records allow teachers to record informal observations, specific math vocabulary terms appear at the beginning of each lesson; math standards are repeated across					

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lessons in order to develop student mastery.
 Strengths: Project Preview includes standards driven project-based learning that is effective in building content understanding, project Evaluation Criteria allows teachers to assess progression of learning, manipulative materials support lessons and encourage student engagement, warm up cards are easy to follow and allow students to develop variations in their learning up to and including challenge, includes an ELL support guide with strategies to inform and adapt instruction, Math at Home letter to show their learning at home.
 Grades 3-5: Placement test used to determine the needs of the students. Students can also be placed according to domain. Each unit contains a pre and post assessment. Intervention strategies are used throughout the unit. Active engagement. ELL support guide. Concepts are aligned to core standards.
 Strengths: Real world connections in math activities, mathematics in context, vocabulary and language development support through reflections, weekly projects to promote deeper level thinking, use of manipulative/multiple means of representation, students have choice in activities.
 Grades 6-8: Very well laid out and visually appealing, engaging for students, covers most grade level standards, provides different resources and activities to supplement core material.
 Strengths: Well scaffolded, unit projects, engaging activities, concepts across grade level, contains mathematical practices, good ELL support, clear rubrics, good support for learning goals, lots of practice available.
 Weaknesses: Does not cover all the standards, some pre-requisites are not covered, not a lot of higher-order thinking questions.

Key Features:
 With a research-proven curriculum and extensive field testing, *Number Worlds* supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, *Number Worlds* is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1.
Number Worlds gives students the confidence and skills to excel in math. Best of all, it allows teachers to make a positive difference in their students' lives.
 Help struggling students accelerate math success with a proven approach.
 PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools.
 ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning.
 ASSESS student achievement with dynamic, digital assessment and reporting tools.

Number Worlds Intervention Package 6 Year Teacher Subscription Level A	Griffin	2015		9780021296538
Number Worlds Prevention Teacher Edition Level A	Griffin	2015		9780021294138
Number Worlds Student 1 Year Subscription 5 Students Level A	Griffin	2015		9780021400195
Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039
Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
Number Worlds Prevention Assessment Level A	Griffin	2015		9780021294237
Number Worlds Manipulatives Plus Pack Level A	Griffin	2015		9780021296583
Number Worlds Vocabulary Cards Level A-E	Griffin	2015		9780021294213
Number Worlds - English Learner Support Guide Level A	Griffin	2015		9780021299805
Number Worlds Placement Test Guide	Griffin	2015		9780021294268
Number Worlds Activity And Warm Up Cards Level A	Griffin	2015		9780021294176
Number Worlds Implementation Guide	Griffin	2015		9780021296521
Number Worlds Intervention Package 6 Year Teacher Subscription Level B	Griffin	2015		9780021296545
Number Worlds Prevention Teacher Edition Level B	Griffin	2015		9780021294145
Number Worlds Student 1 Year Subscription 5 Students Level B	Griffin	2015		9780021400232
Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039
Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
Number Worlds Prevention Assessment Level B	Griffin	2015		9780021294244
Number Worlds Manipulatives Plus Pack Level B	Griffin	2015		9780021296590
Number Worlds Vocabulary Cards Level A-E	Griffin	2015		9780021294213
Number Worlds - English Learner	Griffin	2015		9780021299850

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Support Guide Level B				
Number Worlds Placement Test Guide	Griffin	2015		9780021294268
Number Worlds Activity And Warm Up Cards Level B	Griffin	2015		9780021294183
Number Worlds Implementation Guide	Griffin	2015		9780021296521
Number Worlds Intervention Package 6 Year Teacher Subscription Level C	Griffin	2015		9780021296552
Number Worlds Prevention Teacher Edition Level C	Griffin	2015		9780021294152
Number Worlds Student Materials Bundle 1 Year Subscription Level C	Griffin	2015		9780021296569
Number Worlds Student 1 Year Subscription 5 Students Level C	Griffin	2015		9780021425372
Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039
Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
Number Worlds Prevention Assessment Level C	Griffin	2015		9780021294251
Number Worlds Manipulatives Plus Pack Level C	Griffin	2015		9780021296606
Number Worlds Vocabulary Cards Level A-E	Griffin	2015		9780021294213
Number Worlds - English Learner Support Guide Level C	Griffin	2015		9780021299867
Number Worlds Placement Test Guide	Griffin	2015		9780021294268
Number Worlds Activity And Warm Up Cards Level C	Griffin	2015		9780021294190
Number Worlds Prevention Student Workbook Unit 1 Level C 5-Pack	Griffin	2015		9780021294169
Number Worlds Implementation Guide	Griffin	2015		9780021296521
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Number Worlds Student 1 Year Subscription 5 Students Level D	Griffin	2015		9780021425389
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Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
Number Worlds Assessment Level D	Griffin	2015		9780021295340
Number Worlds Manipulatives Plus Pack Level D	Griffin	2015		9780021295975
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Number Worlds English Learner Support Guide Level D	Griffin	2015		9780021294121
Number Worlds Placement Test Guide	Griffin	2015		9780021294268
Number Worlds Activity Cards Level D	Griffin	2015		9780021356065
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Number Worlds Implementation Guide	Griffin	2015		9780021296521
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E				
Number Worlds Student 1 Year Subscription 5 Students Level E	Griffin	2015		9780021425426
Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039
Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
Number Worlds Assessment Level E	Griffin	2015		9780021295357
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Number Worlds Placement Test Guide	Griffin	2015		9780021294268
Number Worlds Activity Cards Level E	Griffin	2015		9780021356072
Number Worlds - Workbook Package 25-Pack Level E	Griffin	2015		9780021296163
Number Worlds Implementation Guide	Griffin	2015		9780021296521
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Number Worlds Teacher Edition Level F	Griffin	2015		9780021294794
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Number Worlds Student 1 Year Subscription 5 Students Level F	Griffin	2015		9780021425433
Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039
Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
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Number Worlds Intervention Package 6-Year Teacher Subscription Level G	Griffin	2015		9780021295616
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Number Worlds Placement Test Guide	Griffin	2015		9780021294268
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Number Worlds Implementation Guide	Griffin	2015		9780021296521
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Number Worlds English Learner Support Guide Level H	Griffin	2015		9780021361298
Number Worlds Placement Test Guide	Griffin	2015		9780021294268
Number Worlds Activity Cards Level H	Griffin	2015		9780021354962
Number Worlds - Workbook Package 25-Pack Level H	Griffin	2015		9780021296194
Number Worlds Implementation Guide	Griffin	2015		9780021296521
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Number Worlds Teacher Edition Level I	Griffin	2015		9780021294824
Number Worlds Student Material Bundle 1 Year Subscription Level I	Griffin	2015		9780021295722
Number Worlds Student Materials Bundle With ALEKS 1 Year Subscription Level I	Griffin	2015		9780021452644
Number Worlds Student 1 Year Subscription 5 Students Level I	Griffin	2015		9780021410880
Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039
Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053
Number Worlds Assessment Level I	Griffin	2015		9780021295395
Number Worlds Manipulatives Plus Pack Level I	Griffin	2015		9780021296026
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Number Worlds English Learner Support Guide Level I	Griffin	2015		9780021361304
Number Worlds Placement Test Guide	Griffin	2015		9780021294268
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Number Worlds - Workbook Package 25-Pack Level I	Griffin	2015		9780021296200
Number Worlds Implementation Guide	Griffin	2015		9780021296521
Number Worlds Intervention Package 6-Year Teacher	Griffin	2015		9780021295647

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	Subscription Level J					
	Number Worlds Teacher Edition Level J	Griffin	2015		9780021294831	
	Number Worlds Student Material Bundle 1 Year Subscription Level J	Griffin	2015		9780021295739	
	Number Worlds Student Materials Bundle With ALEKS 1 Year Subscription Level J	Griffin	2015		9780021454648	
	Number Worlds Student 1 Year Subscription 5 Students Level J	Griffin	2015		9780021340200	
	Number Worlds 1 Year Teacher License Level A-J	Griffin	2015		9780021294039	
	Number Worlds 6 Year Teacher License Level A-J	Griffin	2015		9780021294053	
	Number Worlds Assessment Level J	Griffin	2015		9780021295401	
	Number Worlds Manipulatives Plus Pack Level J	Griffin	2015		9780021296033	
	Number Worlds Vocabulary Cards Level F-J	Griffin	2015		9780021294220	
	Number Worlds English Learner Support Guide Level J	Griffin	2015		9780021361335	
	Number Worlds Placement Test Guide	Griffin	2015		9780021294268	
	Number Worlds Activity Cards Level J	Griffin	2015		9780021354986	
	Number Worlds - Workbook Package 25-Pack Level J	Griffin	2015		9780021296217	
	Number Worlds Implementation Guide	Griffin	2015		9780021296521	
	Administrative License, Levels A-J 1 Year Subscription	Griffin	2015		9780021353941	
	Administrative License, Levels A-J 6 Year Subscription	Griffin	2015		9780021353897	
McGraw-Hill School Education, LLC	Glencoe Math	Price et al	2015	6-8		Other
	<p>Key Features: The organization of the <i>Glencoe Math</i> program was purposefully designed to support a balance between the development of conceptual understandings, the need for instilling proficiency, and the desire to make the mathematics rich and meaningful to every student, so rigor is applied daily as students' model, practice and apply concepts. <i>Glencoe Math</i> features a unique "Walk-Around Teacher Edition" that contains everything you need in the classroom- it is designed to be smaller and lighter and easy to carry while teaching. This paired with the comprehensive online Teacher resources provides the teacher everything they need to plan, prepare, teach, make assignments, and stay organized in the classroom.</p>					
McGraw-Hill School Education, LLC	Glencoe Math Course 1	Price et al	2015	6		Other
	<p>Notes: Recommend with online components. Program has a variety of differentiated and ELL materials. Focuses on fluency of procedures, lacks rigor the standards require. Strengths: Vocabulary, differentiation of student levels, introduction to practice standards handbook, inquiry labs provide real world/hands on practice, manipulatives are true representations, online tutorials and manipulatives, ALEKS imbedded, variety of assessments, attempt to focus on practice standards. Weaknesses: Scaffolded, but with little opportunity to explore or discover, too many lessons below grade level, few connections within and across domain, doesn't allow students to generate their own conclusions.</p>					
	<p>Key Features: See Key Features above.</p>					
	Glencoe Math Course 1 Volume 1 Student Edition	Price Et Al	2015	6	9780076691005	
	Glencoe Math Course 1 Volume 2 Student Edition	Price Et Al	2015	6	9780076709304	
	Glencoe Math Course 1 Volume 1 Spanish Student Edition	Price Et Al	2015	6	9780076771165	
	Glencoe Math Course 1 Volume 2 Spanish Student Edition	Price Et Al	2015	6	9780021459988	
	Glencoe Math Course 1 Volume 1 Teacher Edition	Price Et Al	2015	6	9780021381081	
	Glencoe Math Course 1 Volume 2 Teacher Edition	Price Et Al	2015	6	9780076702886	
	Glencoe Math Course 1 1 Year Student Bundle	Price Et Al	2015	6	9780021455126	
	Glencoe Math Course 1 6 Year Complete Student Bundle	Price Et Al	2015	6	9780021455843	

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GLENCOE MATH COURSE 1, 1 YEAR STUDENT BUNDLE WITH ALEKS (Online)	Price Et Al	2015	6	9780021381715
Glencoe Math Course 1, 6 Year Complete Student Bundle With ALEKS	Price Et Al	2015	6	9780021415786
Glencoe Math Course 1 Estudent Edition 1 Year Subscription	Price Et Al	2015	6	9780076783304
Glencoe Math Course 1 Estudent Edition Online 6 Year Subscription	Price Et Al	2015	6	9780021328833
Glencoe Math C1 Student Edition W/ESE 1 Year Complete Spanish Student Bundle	Price Et Al	2015	6	9780076710683
Glencoe Math C1 Student Edition W/ESE 6 Year Complete Spanish Student Bundle	Price Et Al	2015	6	9780076710768
Glencoe Math C1 SE/ESE/Embedded ALEKS 1 Year Complete Spanish Student Bundle	Price Et Al	2015	6	9780076710867
Glencoe Math C1 SE/ESE & Embedded ALEKS 6 Yr Spanish Student Bundle	Price Et Al	2015	6	9780076742165
Glencoe Math Course 1 With Embedded ALEKS 1 Year Subscription	Price Et Al	2015	6	9780076673308
Glencoe Math Course 1 With Embedded ALEKS 6 Year Subscription	Price Et Al	2015	6	9780076677122
Glencoe Math C1 Teacher Edition With ETE Complete 1 Year Teacher Bundle	Price Et Al	2015	6	9780076715022
Glencoe Math C1 Teacher Edition With ETE 6 Year Complete Bundle	Price Et Al	2015	6	9780076758128
Glencoe Math C1 Teacher Edition w/ETE & Embedded ALEKS Complete 1 Yr Tchr Bundle	Price Et Al	2015	6	9780076762293
Glencoe Math C1 TE w/ETE & Embedded ALEKS Complete 6 Year Teacher Bundle	Price Et Al	2015	6	9780076737420
Glencoe Math Course 1 Eteacher Edition 1 Year Subscription	Price Et Al	2015	6	9780076693597
Glencoe Math Course 1 1 Year Standalone Subscription W/Embedded ALEKS	Price Et Al	2015	6	9780076798650
Glencoe Math Course 1 6 Year Standalone Subscription W/Embedded ALEKS	Price Et Al	2015	6	9780076709182
Glencoe Math C1 (Standalone) 1 Year ETE And 1 Year Embedded ALEKS Bundle	Price Et Al	2015	6	9780076719198
Glencoe Math C1 (Standalone) ETE & Embedded ALEKS 6 Yr Complete Tchr Bundle	Price Et Al	2015	6	9780076737697
Glencoe Math Course 1 ALEKS Embedded Add-On Teacher 1 Year Subscription	Price Et Al	2015	6	9780076800667
Glencoe Math Course 1 Common Core Practice Masters	Price Et Al	2015	6	9780076782901
Glencoe Math Course 1 ALEKS Embedded Add-On Teacher 6 Year Subscription	Price Et Al	2015	6	9780076799909
ALEKS Add On 1 Year Subscription	ALEKS	2015	6-8	9780021391509
Glencoe Math Course 1 Eteacher Edition Online 6 Year Subscription	Price Et Al	2015	6	9780021456628
Think Smart For The Smarter Balanced Assessment Course 1	Price Et Al	2015	6	9780076774548
Glencoe Math C1 Interactive Guide For English Learners Student Ed	Price Et Al	2015	6	9780021356768

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	Glencoe Math Course 1 Assessment Masters	Price Et Al	2015	6	9780076623273	
McGraw-Hill School Education, LLC	Glencoe Math Course 2	Price Et Al	2015	7		Other
	<p>Notes: Use with online access for students as one strength of the program is online support- tutorials, ALEKS, immediate feedback. Covers the standards, contains differentiation, and has a variety of assessments. Strengths: Vocabulary activities, differentiation, focus on mathematic practices, inquiry labs, SBAC test practice, college & career ready in every chapter, support material for teachers, STEM projects, available in English and Spanish. Weaknesses: concepts taught in isolation, doesn't allow students to generate their own conclusions, little exploring without extensive built-in scaffolding, lacks rigor/rich tasks.</p> <p>Key Features: See Key Features above.</p>					
	Glencoe Math Course 2 Volume 1 Student Edition	Price Et Al	2015	7	9780021447893	
	Glencoe Math Course 2 Volume 2 Student Edition	Price Et Al	2015	7	9780021301522	
	Glencoe Math Course 2 Volume 1 Spanish Student Edition	Price Et Al	2015	7	9780076790128	
	Glencoe Math Course 2 Volume 2 Spanish Student Edition	Price Et Al	2015	7	9780021448890	
	Glencoe Math Course 2 Volume 1 Teacher Edition	Price Et Al	2015	7	9780021389841	
	Glencoe Math Course 2 Volume 2 Teacher Edition	Price Et Al	2015	7	9780076786879	
	Glencoe Math Course 2 1 Year Student Bundle	Price Et Al	2015	7	9780021381845	
	Glencoe Math Course 2 6 Year Complete Student Bundle	Price Et Al	2015	7	9780021455874	
	Glencoe Math Course 2, 1 Year Student Bundle With ALEKS	Price Et Al	2015	7	9780021381876	
	Glencoe Math Course 2, 6 Year Complete Student Bundle With ALEKS	Price Et Al	2015	7	9780021415977	
	Glencoe Math Course 2 Estudent Edition 1 Year Subscription	Price Et Al	2015	7	9780076678389	
	Glencoe Math Course 2 Estudent Edition Online 6 Year Subscription	Price Et Al	2015	7	9780021457625	
	Glencoe Math Course 2 1 Year Standalone Subscription W/Embedded ALEKS	Price Et Al	2015	7	9780076717866	
	Glencoe Math Course 2 6 Year Standalone Subscription W/Embedded ALEKS	Price Et Al	2015	7	9780076747313	
	Glencoe Math C2 Student Edition w/ESE 1 Year Complete Spanish Student Bundle	Price Et Al	2015	7	9780076742530	
	Glencoe Math C2 Student Edition w/ESE 6 Yr Complete Spanish Bundle	Price Et Al	2015	7	9780076760664	
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	Glencoe Math C2 SE w/ESE & Embedded ALEKS 6 Year Complete Spanish Student Bundle	Price Et Al	2015	7	9780076723683	
	Glencoe Math Course 2 With Embedded ALEKS Add-On Student 1 Year Subscription	Price Et Al	2015	7	9780076667666	
	Glencoe Math Course 2 With Embedded ALEKS 6 Year Subscription	Price Et Al	2015	7	9780076668540	
	Glencoe Math C2 Teacher Edition With ETE Complete 1 Year Teacher Bundle	Price Et Al	2015	7	9780076709274	
	Glencoe Math C2 Teacher Edition With ETE 6 Year Complete Teacher Bundle	Price Et Al	2015	7	9780076700875	
	Glencoe Math C2 TE w/ETE & Embedded ALEKS 1 Year Teacher Bundle	Price Et Al	2015	7	9780076724994	

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	Glencoe Math C2 TE/ETE & Embedded ALEKS 6 Yr Complete Tchr Bundle	Price Et Al	2015	7	9780076730575		
	Glencoe Math Course 2 Eteacher Edition 1 Year Subscription	Price Et Al	2015	7	9780076793471		
	Glencoe Math C2 (Standalone) 1 Year Ete And 1 Year Embedded ALEKS Bundle	Price Et Al	2015	7	9780076745104		
	Glencoe Math C2 (Standalone) 7 Year Ete And 6 Year Embedded ALEKS Bundle	Price Et Al	2015	7	9780076731145		
	Glencoe Math Course 2 ALEKS Embedded Add-On Teacher 1 Year Subscription	Price Et Al	2015	7	9780076799817		
	Glencoe Math Course 2 Common Core Practice Masters	Price Et Al	2015	7	9780021433957		
	Glencoe Math Course 2 ALEKS Embedded Add-On Teacher 6 Year Subscription	Price Et Al	2015	7	9780076791521		
	ALEKS Add On 1 Year Subscription	ALEKS	2015	6-8	9780021391509		
	Glencoe Math Course 2 Eteacher Edition Online 6 Year Subscription	Price Et Al	2015	7	9780076696550		
	Think Smart For The Smarter Balanced Assessment Course 2	Price Et Al	2015	7	9780076790845		
	Glencoe Math C2 Interactive Guide For English Learners Student Ed	Price Et Al	2015	7	9780021356867		
	Glencoe Math Course 2 Assessment Masters	Price Et Al	2015	7	9780076623280		
	Glencoe Math Course 3	Price Et Al	2015	8			
McGraw-Hill School Education, LLC	Notes: See notes above for grade 7-8 course.						Other
	Key Features: See Key Features above.						
	Glencoe Math Course 3 Volume 1 Student Edition	Price Et Al	2015	8	9780076678525		
	Glencoe Math Course 3 Volume 2 Student Edition	Price Et Al	2015	8	9780021454259		
	Glencoe Math Course 3 Volume 1 Spanish Student Edition	Price Et Al	2015	8	9780076749027		
	Glencoe Math Course 3 Volume 2 Spanish Student Edition	Price Et Al	2015	8	9780076778232		
	Glencoe Math Course 3 Volume 1 Teacher Edition	Price Et Al	2015	8	9780076704460		
	Glencoe Math Course 3 Volume 2 Teacher Edition	Price Et Al	2015	8	9780021456895		
	Glencoe Math Course 3 1 Year Student Bundle	Price Et Al	2015	8	9780021354054		
	Glencoe Math Course 3 6 Year Complete Student Bundle	Price Et Al	2015	8	9780021454877		
	Glencoe Math Course 3, 1 Year Student Bundle With ALEKS	Price Et Al	2015	8	9780021354016		
	Glencoe Math Course 3, 6 Year Complete Student Bundle With ALEKS	Price Et Al	2015	8	9780021433285		
	Glencoe Math Course 3 Estudent Edition 1 Year Subscription	Price Et Al	2015	8	9780076783939		
	Glencoe Math Course 3 Estudent Edition Online 6 Year Subscription	Price Et Al	2015	8	9780021451364		
	Glencoe Math Course 3 1 Year Standalone Subscription W/Embedded ALEKS	Price Et Al	2015	8	9780021449736		
	Glencoe Math Course 3 6 Year Standalone Subscription W/Embedded ALEKS	Price Et Al	2015	8	9780076800896		
	Glencoe Math C3 Student Edition W/ESE 1 Year Complete Spanish Student Bundle	Price Et Al	2015	8	9780076763344		
	Glencoe Math C3 Student Edition W/ESE 6 Yr Complete Spanish Bundle	Price Et Al	2015	8	9780076761890		

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	Glencoe Math C3 SE/ESE/Embedded ALEKS 1 Year Complete Spanish Student Bundle	Price Et Al	2015	8	9780076761944	
	Glencoe Math C3 SE W/ESE & Embedded ALEKS 6 Year Complete Spanish Student Bundle	Price Et Al	2015	8	9780076735501	
	Glencoe Math Course 3 With Embedded ALEKS 1 Year Subscription	Price Et Al	2015	8	9780076671403	
	Glencoe Math Course 3 With Embedded ALEKS 6 Year Subscription	Price Et Al	2015	8	9780076694747	
	Glencoe Math C3 Teacher Edition With ETE Complete 1 Year Teacher Bundle	Price Et Al	2015	8	9780076739028	
	Glencoe Math C3 Teacher Edition With ETE 6 Year Complete Teacher Bundle	Price Et Al	2015	8	9780076739103	
	Glencoe Math C3 TE/ETE Embedded ALEKS 1 Year Teacher Bundle	Price Et Al	2015	8	9780076731701	
	Glencoe Math C3 TE/ETE & Embedded ALEKS 6 Yr Complete Tchr Bundle	Price Et Al	2015	8	9780076716487	
	Glencoe Math Course 3 Eteacher Edition 1 Year Subscription	Price Et Al	2015	8	9780076750856	
	Glencoe Math C3 (Standalone) 1 Year ETE And 1 Year Embedded ALEKS Bundle	Price Et Al	2015	8	9780076716630	
	Glencoe Math C3 (Standalone) 7 Year ETE And 6 Year Embedded ALEKS Bundle	Price Et Al	2015	8	9780076718047	
	Glencoe Math Course 3 ALEKS Embedded Add-On Teacher 1 Year Subscription	Price Et Al	2015	8	9780076766895	
	Glencoe Math Course 3 Common Core Practice Masters	Price Et Al	2015	8	9780021362776	
	Glencoe Math Course 3 ALEKS Embedded Add-On Teacher 6 Year Subscription	Price Et Al	2015	8	9780076770953	
	Glencoe Math Course 3 Eteacher Edition Online 6 Year Subscription	Price Et Al	2015	8	9780076666515	
	Think Smart For The Smarter Balanced Assessment Course 3	Price Et Al	2015	8	9780076793945	
	Glencoe Math C3 Interactive Guide For English Learners Student Ed	Price Et Al	2015	8	9780021356799	
	Glencoe Math Course 3 Assessment Masters	Price Et Al	2015	8	9780076623297	
McGraw-Hill School Education, LLC	Glencoe Math Accelerated	Price Et Al	2014	7		Other
	<p>Notes: Use with online access for students. With the on line resources, this course is very engaging, self-checking, and has a lot of support for students and teachers. 7th grade standards are met. Variety of assessments. Strengths: strong mathematical practices throughout, lesson plans are scaffolded, chapters have reviews and vocabulary activities, lots of real world problems, inquiry labs in each chapter, assessments can be modified, pretests, diagnostic tests, vocabulary quizzes, extended-response, standardized and performance based. Interactive study guide aligned to each chapter, differentiated homework options, very sequential, can easily check answers to determine understanding, Online resources include vocabulary, tutorials, virtual manipulatives and animations. Weaknesses: Two 8th grade standards are not evident. No core test practice problems, limited science and technical topics, very few multi step questions, a lot of "explain your reasoning", but very few "prove" or "justify". Rigor was present in extended response tests, but not necessarily throughout the book. Problems were typical for American students in the suburbs.</p> <p>Key Features: Built around the Common Core Accelerated 7th Grade Pathway, <i>Glencoe Math Accelerated</i> supports each teacher's unique teaching style and each student's unique learning needs like never before. Get your students excited about math with this all new program that is interactive, flexible, and highly customizable. Present math in real and relevant ways to students of all learning abilities with easy-to-find resources, customizable lesson presentations, and leveled worksheets all in one convenient online location. Transition students from consumable workbooks to casebound textbooks with the Interactive Study Guide as a companion to the hardback Student Edition.</p>					

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	Glencoe Math Accelerated Student Edition	Price Et Al	2014	7	9780076637980	
	Glencoe Math Accelerated Teacher Edition Volume 1	Price Et Al	2014	7	9780076644476	
	Glencoe Math Accelerated Teacher Edition Volume 2	Price Et Al	2014	7	9780076644612	
	Glencoe Math Accelerated 1-Year Student Bundle	Price Et Al	2014	7	9780076644537	
	Glencoe Math Accelerated 6 Year Complete Bundle	Price Et Al	2014	7	9780021448883	
	Glencoe Math Accelerated Student Bundle With Embedded ALEKS 1 Year Bundle	Price Et Al	2014	7	9780076748716	
	Glencoe Math Accelerated Student 6 Year Bundle W/ALEKS Embedded Add-On	Price Et Al	2014	7	9780076764501	
	Glencoe Math Accelerated Estudent Edition Online 1-Year Subscription	Price Et Al	2014	7	9780076644667	
	Glencoe Math Accelerated Estudent Edition Online 6 Year Subscription	Price Et Al	2014	7	9780076644650	
	Glencoe Math Accelerated Estudent Edition W/Embedded ALEKS 1 Year Bundle	Price Et Al	2014	7	9780076744596	
	Glencoe Math Accelerated Estudent Edition W/Embedded ALEKS Add-On 6 Year Bundle	Price Et Al	2014	7	9780076798438	
	Glencoe Math Accelerated Student Edition W/Embedded ALEKS 1 Year Subscription	Price Et Al	2014	7	9780076781522	
	Glencoe Accelerated Math ALEKS Embedded Add-On Student 6 Year Subscription	Price Et Al	2014	7	9780076798247	
	Glencoe Math Accelerated 1-Year Teacher Bundle	Price Et Al	2014	7	9780076644575	
	Glencoe Math Accelerated Teacher 6 Year Bundle	Price Et Al	2014	7	9780076776757	
	Glencoe Math Accelerated Teacher Bundle With Embedded ALEKS 1 Year Bundle	Price Et Al	2014	7	9780076748846	
	Glencoe Math Accelerated Teacher 6 Year Bundle With ALEKS Embedded Add-On	Price Et Al	2014	7	9780076804245	
	Glencoe Math Accelerated Eteacher Edition Online 1-Year Subscription	Price Et Al	2014	7	9780076644926	
	Glencoe Math Accelerated Eteacher Edition W/Embedded ALEKS 1 Year Bundle	Price Et Al	2014	7	9780076717514	
	Glencoe Math Accelerated Eteacher Edition W/Embedded ALEKS Add-On 6 Year Bundle	Price Et Al	2014	7	9780076800766	
	Glencoe Math Accelerated Teacher Edition W/Embedded ALEKS 1 Year Subscription	Price Et Al	2014	7	9780076807277	
	Glencoe Accelerated Math ALEKS Embedded Add-On Teacher 6 Year Subscription	Price Et Al	2014	7	9780076766765	
	Glencoe Math Accelerated Eteacher Edition Online 6 Year Subscription	Price Et Al	2014	7	9780076644919	
	Glencoe Math Accelerated Interactive Study Guide SE	Price Et Al	2014	7	9780076644483	
	Glencoe Math Accelerated Assessment Masters	Price Et Al	2014	7	9780076644469	
McGraw-Hill School Education, LLC	Core Plus Mathematics	Hirsch	2015	9-12		Core
	<p>Notes: Core Plus is completely aligned with the core standards and address all 8 of the mathematical practices. The sequencing is appropriate across all 4 courses. Has a big emphasis on technology with an online website that is very user friendly. The program has multiple types of problems including application, reflection, connections, extensions & review. All problems are age appropriate and make connections between different strands (interweave geometry & algebra) as well as between clusters & domains. Students are required to explain and justify their thinking both verbally & written. They are also required to critique the reasoning of others. The program offers differentiated & ELL notes as well as an honors</p>					

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	<p>pathway. Strengths: There are 4 courses that will equal the 4 years of high school. The 4th year course has two options, one that is a college prep type class (prep or calculus) or one that is more of a workforce prep type of class. This program has several different types of assessments, including online assessment, quizzes, unit tests, take home tests, and projects. The solution lay is provided or all task, homework and assessments. All students are challenged with this program & the program is clearly researched based. Weaknesses: There is not a lot of supplementary material. The alignment of courses is not exactly equivalent to Idaho's alignment, but very close. As with most PBT material, there is a lot of reading & writing which is difficult for ELL and Special population students.</p> <p>Key Features: The <i>Core-Plus Mathematics</i> Project has completed a revised edition of its integrated, problem-based, technology-rich four-year curriculum. Revisions were informed by recent research on student learning, continuing feedback from teachers using the curriculum materials, and the Common Core State Standards for Mathematics (CCSS), with which the new edition is strongly aligned. The CCSS Edition of <i>Core-Plus Mathematics</i> builds on the strengths of the first edition that was recognized by the U.S. Department of Education as one of six exemplary mathematics programs in the U.S., and the updated and refined second edition that was recognized by the American Institute for Research and the Business-Higher Education Forum's Strategic Ed Solutions as one of 35 education programs in the U.S. (across all subject areas) that increase student achievement and improve college and career readiness. In creating the CCSS edition of <i>Core-Plus Mathematics</i>, we have used mathematical modeling as an effective way of connecting the Mathematical Practices and the Content-related Standards across Conceptual Categories.</p>					
<p>McGraw-Hill School Education, LLC</p>	<p>Core Plus Mathematics Course 1</p>	<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>		<p>Core</p>
<p>Notes: See notes for courses 1-4 above.</p>						
<p>Key Features: See Key Features above.</p>						
<p>Core Plus Course 1 SE</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076657940</p>	
<p>Core Plus Course 1 Volume A TG</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076657971</p>	
<p>Core Plus Course 1 Volume B TG</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076657988</p>	
<p>Core Plus Course 1 Student Bundle 6 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021417582</p>	
<p>Core Plus Course 1 Student Bundle 1 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021417612</p>	
<p>Core Plus Course 1 ESE Online 6 Yr Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658213</p>	
<p>Core Plus Course 1 ESE Online 1 Yr Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658206</p>	
<p>Core Plus Course 1 Teacher Bundle 6 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021377619</p>	
<p>Core Plus Course 1 Teacher Bundle 1 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021377640</p>	
<p>Core Plus Course 1 ETE Online 1 Yr Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658060</p>	
<p>Core Plus Course 1 ETE Online 6 Yr Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658077</p>	
<p>Alignment Guide To The CCSS High Schl Content & Mathematical Practice Standards</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658145</p>	
<p>McGraw-Hill School Education, LLC</p>	<p>Core Plus Mathematics Course 2</p>	<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>		<p>Core</p>
<p>Notes: See notes for courses 1-4 above.</p>						
<p>Key Features: See Key Features above.</p>						
<p>Core Plus Course 2 SE</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076657957</p>	
<p>Core Plus Course 2 Volume A TG</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076657995</p>	
<p>Core Plus Course 2 Volume B TG</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658008</p>	
<p>Core Plus Course 2 Student Bundle 6 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021429752</p>	
<p>Core Plus Course 2 Student Bundle 1 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021429769</p>	
<p>Core Plus Course 2 ESE Online 6 Yr Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658237</p>	
<p>Core Plus Course 2 ESE Online 1 Yr Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780076658220</p>	
<p>Core Plus Course 2 Teacher Bundle 6 Year Subscription</p>		<p>Hirsch</p>	<p>2015</p>	<p>9-12</p>	<p>9780021377657</p>	

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	Core Plus Course 2 Teacher Bundle 1 Year Subscription	Hirsch	2015	9-12	9780021377695	
	Core Plus Course 2 ETE Online 1 Yr Subscription	Hirsch	2015	9-12	9780076658084	
	Core Plus Course 2 ETE Online 6 Yr Subscription	Hirsch	2015	9-12	9780076658091	
	Alignment Guide To The CCSS High Schl Content & Mathematical Practice Standards	Hirsch	2015	9-12	9780076658145	
McGraw-Hill School Education, LLC	Core Plus Mathematics Course 3	Hirsch	2015	9-12		Core
	Notes: See notes for courses 1-4 above.					
	Key Features: See Key Features above.					
	Core Plus Course 3 SE	Hirsch	2015	9-12	9780076657964	
	Core Plus Course 3 Volume A TG	Hirsch	2015	9-12	9780076658015	
	Core Plus Course 3 Volume B TG	Hirsch	2015	9-12	9780076658022	
	Core Plus Course 3 Student Bundle 6 Year Subscription	Hirsch	2015	9-12	9780021377510	
	Core Plus Course 3 Student Bundle 1 Year Subscription	Hirsch	2015	9-12	9780021377527	
	Core Plus Course 3 ESE Online 6 Yr Subscription	Hirsch	2015	9-12	9780076658251	
	Core Plus Course 3 ESE Online 1 Yr Subscription	Hirsch	2015	9-12	9780076658244	
	Core Plus Course 3 Teacher Bundle 6 Year Subscription	Hirsch	2015	9-12	9780021309733	
	Core Plus Course 3 Teacher Bundle 1 Year Subscription	Hirsch	2015	9-12	9780021309740	
	Core Plus Course 3 ETE Online 1 Yr Subscription	Hirsch	2015	9-12	9780076658107	
	Core Plus Course 3 ETE Online 6 Yr Subscription	Hirsch	2015	9-12	9780076658114	
	Alignment Guide To The CCSS High Schl Content & Mathematical Practice Standards	Hirsch	2015	9-12	9780076658145	
McGraw-Hill School Education, LLC	Core Plus Mathematics Course 4	Hirsch	2015	9-12		Core
	Notes: See notes for courses 1-4 above.					
	Key Features: See Key Features above.					
	Core-Plus Mathematics Course 4: Preparation For Calculus SE	Hirsch	2015	9-12	9780076657902	
	Core-Plus Mathematics Course 4: Preparation For Calculus VOLUME A TG	Hirsch	2015	9-12	9780076657919	
	Core-Plus Mathematics Course 4: Preparation For Calculus Volume B TG	Hirsch	2015	9-12	9780076657926	
	Core-Plus Mathematics Course 4: Preparation For Calculus Student Bundle 6 Year Subscription	Hirsch	2015	9-12	9780021377565	
	Core-Plus Mathematics Course 4: Preparation For Calculus Student Bundle 1 Year Subscription	Hirsch	2015	9-12	9780021377572	
	Core-Plus Mathematics Course 4: Preparation For Calculus ESE Online 6 Yr Subscription	Hirsch	2015	9-12	9780076658275	
	Core-Plus Mathematics Course 4: Preparation For Calculus ESE Online 1 Yr Subscription	Hirsch	2015	9-12	9780076658268	
	Core-Plus Mathematics Course 4: Preparation For Calculus Teacher Bundle 6 Year Subscription	Hirsch	2015	9-12	9780021309788	
	Core-Plus Mathematics Course 4: Preparation For Calculus Teacher Bundle 1 Year Subscription	Hirsch	2015	9-12	9780021309795	
	Core-Plus Mathematics Course 4: Preparation For Calculus ETE Online 1 Yr Subscription	Hirsch	2015	9-12	9780076658121	

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	Core-Plus Mathematics Course 4: Preparation For Calculus ETE Online 6 Yr Subscription	Hirsch	2015	9-12	9780076658138	
	Alignment Guide To The CCSS High Schl Content & Mathematical Practice Standards	Hirsch	2015	9-12	9780076658145	
McGraw-Hill School Education, LLC	Glencoe High School Mathematics Series		2014	9-12		Core
	<p>Key Features: Balanced instruction throughout the Glencoe High School Mathematics Series, including Algebra 1, Geometry, Algebra 2, and Precalculus, emphasizes both understanding and fluency. Features include Key Concept boxes with multiple representations, a four-step problem solving plan, correlation between examples and exercises, word problems within each lesson, reading and vocabulary support, and student-centered activity labs. The Glencoe High School Math Series is a comprehensive program, including all of the major mathematical content strands and mathematical processes. Main Ideas and Key Concepts are highlighted in the Student Edition. The Teacher Edition includes Focus on Mathematical Content for each chapter. This section provides Big Ideas, which explains why the content is important in this chapter and in later studies, and Lesson Summary features, which outline the mathematical ideas of each lesson in the chapter. The Glencoe High School Math Series is carefully aligned with national standards. Each curriculum contains Standardized Test examples and practice problems like those found on standardized tests—within the lessons, the Mid-Chapter Quiz, and the Practice Chapter Test. The Glencoe High School Math Series curriculum is coherent and coordinated. It is vertically aligned between courses and vertically aligned at the lesson level. The Teacher Edition includes a detailed description of vertical alignment for each chapter. The Focus step in each lesson includes the vertical alignment for that lesson. In the Student Edition, Get Ready for the Chapter provides both a diagnostic quiz and a review of related concepts that were previously studied. Dynamic, digital features of the program include an online Interactive Student Guide (Algebra 1, Geometry, and Algebra 2) which provides opportunities for lesson reflection, higher-order thinking, performance tasks and Common Core-style assessment questions; Geometer's Sketchpad to support visualization of difficult concepts and independent exploration; and optional embedded ALEKS for point-of-use, personalized math support and extension.</p>					
McGraw-Hill School Education, LLC	Glencoe Algebra 1	Glencoe	2014	9-12		Core
	<p>Notes: Well organized with many supplementary materials. 1e resource masters for each chapter, handbooks, and study notebooks. User friendly and a solid supportive outline for a beginning teacher as well as seasoned veterans. Glencoe Algebra I meets the following CCSS; statistics and probability S-ID; functions F-IF 1.9, F-BF 1-4, F-LE 1-5, numbers and quantitative strands N-RN, N-A- these strands are evident throughout the lessons in the material. Strengths/Weaknesses: Would prefer more than one of each type of higher order thinking problems to allow students choice.. The study notebook would be more useful as a review for concepts and basic understanding after concepts have been taught. Engagement level is not written in a way that will entice diverse HS students. Assessments do not clearly state which standards are being emphasized. Rubrics are only available for extended response tests. Limited science and technical topics. No common core test practice problems.</p>					
	<p>Key Features: See Key Features above.</p>					
	Glencoe Algebra 1 Student Edition	Glencoe	2014	9-12	9780076639236	
	Glencoe Algebra 1 Teacher Edition	Glencoe	2014	9-12	9780076639243	
	Glencoe Algebra 1 6-Year Student Bundle	Glencoe	2014	9-12	9780076639694	
	Glencoe Algebra 1 1-Year Student Bundle	Glencoe	2014	9-12	9780076639731	
	Glencoe Algebra 1 Student Edition With Embedded ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780076676194	
	Glencoe Algebra 1 Student Edition With Embedded ALEKS 1 Year Bundle	Glencoe	2014	9-12	9780076678730	
	Glencoe Algebra 1 SE + Geometers Sketchpad 6 Year Student Bundle	Glencoe	2014	9-12	9780021435951	
	Glencoe Algebra 1 Online Student Edition 6 Year Subscription	Glencoe	2014	9-12	9780076639670	
	Glencoe Algebra 1 Estudent Edition 1 Year Subscription	Glencoe	2014	9-12	9780076639199	
	Glencoe Algebra 1 Estudent Edition With Embedded ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780076747566	
	Glencoe Algebra 1 Estudent Edition With Embedded ALEKS 1	Glencoe	2014	9-12	9780076693160	

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	Year Bundle					
	Glencoe Algebra 1 6 Year Online Student Edition + ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780021367719	
	Embedded ALEKS 6 Year Subscription For Glencoe Algebra 1	Glencoe	2014	9-12	9780076800940	
	Embedded ALEKS 1 Year Subscription For Glencoe Algebra 1	Glencoe	2014	9-12	9780076684670	
	Glencoe Algebra 1 6-Year Teacher Bundle	Glencoe	2014	9-12	9780076639748	
	Glencoe Algebra 1 1-Year Teacher Bundle	Glencoe	2014	9-12	9780076639755	
	Glencoe Algebra 1 Teachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Glencoe	2014	9-12	9780076720040	
	Glencoe Algebra 1 Teachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Glencoe	2014	9-12	9780076704699	
	Glencoe Algebra 1 TE + Geometers Sketchpad 6 Year Teacher Bundle	Glencoe	2014	9-12	9780021436057	
	Glencoe Algebra 1 Eteacher Edition 1 Year Subscription	Glencoe	2014	9-12	9780076639205	
	Glencoe Algebra 1 Eteachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Glencoe	2014	9-12	9780076703258	
	Glencoe Algebra 1 Eteachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Glencoe	2014	9-12	9780076757053	
	Glencoe Algebra 1 With Embedded ALEKS Teacher Edition 1 Year Subscription	Glencoe	2014	9-12	9780076667611	
	Glencoe Algebra 1 CCSS Spanish Assessment Masters	Glencoe	2014	9-12	9780076602896	
	Glencoe Algebra 1 CCSS Spanish Homework Practice Workbook SE	Glencoe	2014	9-12	9780076602940	
	Glencoe Quick Review Math Handbook 3 Hot Words Hot Topics	Glencoe	2014	9-12	9780078915086	
	Glencoe Quick Review Spanish Math Handbook 3 Hot Words Hot Topics	Glencoe	2014	9-12	9780078916731	
	Glencoe Quick Review Math Handbook 3 Hot Words Hot Topics Teachers Guide	Glencoe	2014	9-12	9780078915093	
	Glencoe Algebra 1 Real World Problem Solving Graphic Novels	Glencoe	2014	9-12	9780078905070	
	Glencoe Algebra 1 CCSS Study Notebook TSE	Glencoe	2014	9-12	9780076602889	
	Glencoe Algebra 1 With Embedded ALEKS Teacher Edition 6 Year Subscription	Glencoe	2014	9-12	9780076672424	
	Glencoe Algebra 1 Online Teacher Edition 6 Year Subscription	Glencoe	2014	9-12	9780076639687	
	Science And Math Life Dinah Zikes Teaching Science With Foldables 05/13	Glencoe	2014	9-12	9780078693847	
	Glencoe Algebra 1 CCSS Study Guide Intervention Workbook	Glencoe	2014	9-12	9780076602926	
	Glencoe Algebra 1 Study Notebook CCSS	Glencoe	2014	9-12	9780076602872	
	Glencoe Algebra 1 CCSS Homework Practice Workbook	Glencoe	2014	9-12	9780076602919	
	Glencoe Algebra 1 Teacher Classroom Resources CCSS	Glencoe	2014	9-12	9780076603305	
McGraw-Hill School Education, LLC	Glencoe Algebra 2	Glencoe	2014	9-12		Core
	Notes: Well organized with a lot of ancillary materials. Looks more like a "traditional" textbook than a "common core" textbook. Curriculum is user friendly and good support for a new teacher. Strengths/Weaknesses: Wish there were more than one of each type section to choose from on higher order thinking skills. The study notebook would either not be necessary or would/should only be used in					

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review situations. Materials probably would not engage the typical HS student. Mostly math and no application problems they would care about. Standards are not clearly lined out on assessments so you know which standards were on assessment. Only a rubric for "extended response" sections.				
Key Features: See Key Features above.				
Glencoe Algebra 2 Student Edition	Glencoe	2014	9-12	9780076639908
Glencoe Algebra 2 Teacher Edition	Glencoe	2014	9-12	9780076639915
Glencoe Algebra 2, 6-Year Student Bundle	Glencoe	2014	9-12	9780076641017
Glencoe Algebra 2, 1-Year Student Bundle	Glencoe	2014	9-12	9780076641024
Glencoe Algebra 2 Student Edition With Embedded ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780076715336
Glencoe Algebra 2 Student Edition With Embedded ALEKS 1 Year Bundle	Glencoe	2014	9-12	9780076664078
Glencoe Algebra 2 Student Edition W/Online Student Edition 6yr Subsc W/6 Yr ALEKS Bundle	Glencoe	2014	9-12	9780021393466
Glencoe Algebra 2 SE W/ 6yr OSE W/ALEKS 1yr W/Unlimited Geometer's Sketchpad License	Glencoe	2014	9-12	9780021411696
Glencoe Algebra 2 Student Edition W/Online Student Edition W/ALEKS Stand Alone 1 Year Bundle Package	Glencoe	2014	9-12	9780021435463
Glencoe Algebra 2 SE + Geometers Sketchpad 6 Year Student Bundle	Glencoe	2014	9-12	9780021384624
Glencoe Algebra 2 Estudent Edition 6 Year Subscription	Glencoe	2014	9-12	9780076640041
Glencoe Algebra 2 Estudent Edition 1 Year Subscription	Glencoe	2014	9-12	9780076639885
Glencoe Algebra 2 Estudent Edition With Embedded ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780076706440
Glencoe Algebra 2 Estudent Edition With Embedded ALEKS 1 Year Bundle	Glencoe	2014	9-12	9780076710201
Glencoe Algebra 2 6 Year Online Student Edition + ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780021367634
Glencoe Algebra 2 With Embedded ALEKS 6 Year Subscription	Glencoe	2014	9-12	9780076671007
Glencoe Algebra 2 With Embedded ALEKS 1 Year Subscription	Glencoe	2014	9-12	9780076776801
Glencoe Algebra 2, 6-Year Teacher Bundle	Glencoe	2014	9-12	9780076641031
Algebra 2, 1-Year Teacher Bundle	Glencoe	2014	9-12	9780076641048
Algebra 2 Teachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Glencoe	2014	9-12	9780076754694
Algebra 2 Teachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Glencoe	2014	9-12	9780076757589
Algebra 2 TE + Geometers Sketchpad 6 Year Teacher Bundle	Glencoe	2014	9-12	9780021310067
Glencoe Algebra 2 Eteacher Edition 1 Year Subscription	Glencoe	2014	9-12	9780076639892
Glencoe Algebra 2 Eteachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Glencoe	2014	9-12	9780076742134
Glencoe Algebra 2 Eteachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Glencoe	2014	9-12	9780076761869
Glencoe Algebra 2 With Embedded ALEKS Teacher 6 Year Subscription	Glencoe	2014	9-12	9780076673865

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	Glencoe Algebra 2 With Embedded ALEKS Teacher 1 Year Subscription	Glencoe	2014	9-12	9780076666102		
	Glencoe Algebra 2 Spanish Assessment Masters	Glencoe	2014	9-12	9780076602988		
	Glencoe Algebra 2 Spanish Homework Practice Workbook SE	Glencoe	2014	9-12	9780076603008		
	Glencoe Algebra 2 Preparing For The Achieve ADP End Of Course Exam	Glencoe	2014	9-12	9780078907012		
	Glencoe Algebra 2 Preparing For The Achieve ADP End Of Course Exam Tae	Glencoe	2014	9-12	9780078907029		
	Glencoe Algebra 2 Real World Problem Solving Graphic Novels	Glencoe	2014	9-12	9780078905407		
	Glencoe Algebra 2 Study Notebook Tae	Glencoe	2014	9-12	9780076602971		
	Glencoe Algebra 2 Study Guide Intervention Workbook	Glencoe	2014	9-12	9780076603015		
	Glencoe Algebra 2 Study Notebook	Glencoe	2014	9-12	9780076602964		
	Glencoe Algebra 2 Homework Practice Workbook	Glencoe	2014	9-12	9780076602995		
	Glencoe Algebra 2 Eteacher Edition 6 Year Subscription	Glencoe	2014	9-12	9780076640058		
	Science And Math Life Dinah Zikes Teaching Science With Foldables 05/13	Glencoe	2014	9-12	9780078693847		
	Glencoe Algebra 2 Teacher Classroom Resources	Glencoe	2014	9-12	9780076603329		
McGraw-Hill School Education, LLC	Glencoe Geometry	Glencoe	2014	9-12		Core	
	Notes: Geometry course is teacher friendly, with core standards laid out visually throughout book. Full correlation to state standards found in the front of the TE. Course includes multiple resources for the teacher to incorporate in lessons. Teaching Mathematical practices highlighted and discussed in TE for each lesson. Strengths/Weaknesses: Applications noticed at beginning of each lesson/section and included throughout assignment. Homework is differentiated as A, B, C for basic core, advanced. Progressive problems included in each lesson. Multiple graphic representations. Concepts presented in multiple ways. Concepts developed in logical progression. Vocabulary highlighted for students. Bilingual definitions available in lessons and in the glossary. Tips for new teacher occur regularly in TE.						
	Key Features: See Key Features above.						
	Glencoe Geometry Student Edition	Glencoe	2014	9-12	9780076639298		
	Glencoe Geometry Teacher Edition	Glencoe	2014	9-12	9780076639304		
	Glencoe Geometry 6-Year Student Bundle	Glencoe	2014	9-12	9780076640973		
	Glencoe Geometry 1-Year Student Bundle	Glencoe	2014	9-12	9780076640980		
	Glencoe Geometry Student Edition With Embedded ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780076764532		
	Glencoe Geometry Student Edition With Embedded ALEKS 1 Year Bundle	Glencoe	2014	9-12	9780076800049		
	Glencoe Geometry Student Edition W/Online Student Edition 6yr Subsc W/6 Yr ALEKS Bundle	Glencoe	2014	9-12	9780021393503		
	Glencoe Geometry Se W/ 6yr OSE W/ALEKS 1yr W/Unlimited Geometer's Sketchpad License	Glencoe	2014	9-12	9780021411726		
	Glencoe Geometry Student Edition W/Online Student Edition W/ALEKS 1 Year Bundle Package	Glencoe	2014	9-12	9780021391578		
	Glencoe Geometry Se + Geometers Sketchpad 6 Year Student Bundle	Glencoe	2014	9-12	9780021310098		
	Glencoe Geometry Online Student Edition 6 Yr Subsc	Glencoe	2014	9-12	9780076640027		
	Glencoe Geometry Online Student Edition 1 Yr Subsc	Glencoe	2014	9-12	9780076639250		

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	Glencoe Geometry Estudent Edition With Embedded ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780076731770	
	Glencoe Geometry Estudent Edition With Embedded ALEKS 1 Year Bundle	Glencoe	2014	9-12	9780076797141	
	Glencoe Geometry 6 Year Online Student Edition + ALEKS 6 Year Bundle	Glencoe	2014	9-12	9780021367726	
	Embedded ALEKS 6 Year Subscription For Glencoe Geometry	Glencoe	2014	9-12	9780076799725	
	Embedded ALEKS 1 Year Subscription For Glencoe Geometry	Glencoe	2014	9-12	9780076783281	
	Glencoe Geometry 6-Year Teacher Bundle	Glencoe	2014	9-12	9780076640997	
	Glencoe Geometry 1-Year Teacher Bundle	Glencoe	2014	9-12	9780076641000	
	Glencoe Geometry Teachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Glencoe	2014	9-12	9780076723898	
	Glencoe Geometry Teachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Glencoe	2014	9-12	9780076760749	
	Glencoe Geometry TE + Geometers Sketchpad 6 Year Teacher Bundle	Glencoe	2014	9-12	9780021310104	
	Glencoe Geometry Online Teacher Edition 1 Yr Subsc	Glencoe	2014	9-12	9780076639267	
	Glencoe Geometry Eteachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Glencoe	2014	9-12	9780076743346	
	Glencoe Geometry Eteachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Glencoe	2014	9-12	9780076742882	
	Glencoe Geometry With Embedded ALEKS Teacher Edition 1 Year Subscription	Glencoe	2014	9-12	9780076663415	
	Glencoe Geometry Spanish Assessment Masters	Glencoe	2014	9-12	9780078908569	
	Glencoe Geometry Spanish Practice Workbook	Glencoe	2014	9-12	9780078908538	
	Glencoe Geometry Real World Problem Solving Graphic Novels	Glencoe	2014	9-12	9780078905230	
	Glencoe Geometry Study Notebook Tae	Glencoe	2014	9-12	9780078908583	
	Glencoe Geometry With Embedded ALEKS Teacher Edition 6 Year Subscription	Glencoe	2014	9-12	9780076679966	
	Glencoe Geometry Study Guide & Intervention Workbook	Glencoe	2014	9-12	9780078908484	
	Glencoe Geometry Study Notebook	Glencoe	2014	9-12	9780078908576	
	Glencoe Geometry Practice Workbook	Glencoe	2014	9-12	9780078908491	
	Glencoe Geometry Online Teacher Edition 6 Yr Subs	Glencoe	2014	9-12	9780076640034	
	Science And Math Life Dinah Zikes Teaching Science With Foldables 05/13	Glencoe	2014	9-12	9780078693847	
	Glencoe Geometry Teacher Classroom Resources	Glencoe	2014	9-12	9780078920998	
McGraw-Hill School Education, LLC	Glencoe Precalculus	Carter et al	2014	9-12		Core
	Notes: Suggestions for ELL and special populations of learners. Well organized. The book has teaching suggestions and identifies problems by level. Support work available. Online resources for teachers and students.					
	Strengths: Set up for a variety of student levels. Has a great deal of support materials in chapter booklets. Differentiated instruction. Scaffolding for teachers. Pacing guide Study notebook.					
	Weaknesses: Not very changed for common core. Pages are a little "busy" with all the text and examples.					
	Key Features: See Key Features above.					
	Glencoe Precalculus Student Edition	Carter et al	2014	9-12	9780076641833	

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Glencoe Precalculus Teacher Edition	Carter et al	2014	9-12	9780076642038
Glencoe Precalculus 6 Year Student Bundle Pkg	Carter et al	2014	9-12	9780076644131
Glencoe Precalculus Estudent edition 1 Yr Subscription Bundle Pkg	Carter et al	2014	9-12	9780076644148
Glencoe Precalculus Student Edition With Embedded ALEKS 6 Year Bundle	Carter et al	2014	9-12	9780076744770
Glencoe Precalculus Student Edition With Embedded ALEKS 1 Year Bundle	Carter et al	2014	9-12	9780076693641
Glencoe Precalculus Student Edition W/6 Year Online Student Edition W/ALEKS 6 Year Pkg	Carter et al	2014	9-12	9780021350858
Glencoe Precalculus SE W/ 6yr OSE W/ALEKS 1yr W/Unlimited Geometer's Sketchpad License	Carter et al	2014	9-12	9780021408948
Glencoe Precalculus Student Edition W/Online Student Edition W/ALEKS 1 Year Bndl Package	Carter et al	2014	9-12	9780021435456
Glencoe Precalculus Student Edition + Geometers Sketchpad 6 Year Student Bundle	Carter et al	2014	9-12	9780021384303
Glencoe Precalculus Online Estudent Edition 6 Yr. Subscription	Carter et al	2014	9-12	9780076642007
Glencoe Precalculus Online Estudent Edition 1 Yr. Subscription	Carter et al	2014	9-12	9780076641994
Glencoe Precalculus Estudent Edition With Embedded ALEKS 6 Year Bundle	Carter et al	2014	9-12	9780076683802
Glencoe Precalculus Estudent Edition With Embedded ALEKS 1 Year Bundle	Carter et al	2014	9-12	9780076676354
Glencoe Precalculus 6 Year Online Student Edition + ALEKS 6 Year Bundle	Carter et al	2014	9-12	9780021367672
Glencoe Precalculus With Embedded ALEKS 6 Year Subscription	Carter et al	2014	9-12	9780076661596
Glencoe Precalculus With Embedded ALEKS 1 Year Subscription	Carter et al	2014	9-12	9780076702800
Glencoe Precalculus 6 Year Teacher Bundle Pkg	Carter et al	2014	9-12	9780076644155
Glencoe Precalculus Eteacher Edition 1 Yr Subscription Bundle Pkg	Carter et al	2014	9-12	9780076644162
Glencoe Precalculus Teachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Carter et al	2014	9-12	9780076750221
Glencoe Precalculus Teachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Carter et al	2014	9-12	9780076747009
Glencoe Algebra 1 TE + Geometers Sketchpad 6 Year Teacher Bundle	Carter et al	2014	9-12	9780021436057
Glencoe Precalculus Online Eteacher Edition 1 Yr. Subscription	Carter et al	2014	9-12	9780076642014
Glencoe Precalculus Eteachers Edition With Embedded ALEKS 6 Year Subscription Bundle	Carter et al	2014	9-12	9780076727773
Glencoe Precalculus Eteachers Edition With Embedded ALEKS 1 Year Subscription Bundle	Carter et al	2014	9-12	9780076747238
Glencoe Precalculus With Embedded ALEKS Teacher 1 Year Subscription	Carter et al	2014	9-12	9780076662210
Glencoe Precalculus With Embedded ALEKS Teacher 6 Year Subscription	Carter et al	2014	9-12	9780076662418

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	Glencoe Precalculus Online Eteacher Edition 6 Yr. Subscription	Carter et al	2014	9-12	9780076642021	
	Glencoe Precalculus Teacher Classroom Resources Package	Carter et al	2014	9-12	9780078940224	
	Glencoe Precalculus Study Notebook Teacher Annotated Edition	Carter et al	2014	9-12	9780078938153	
	Glencoe Precalculus Study Notebook SE	Carter et al	2014	9-12	9780078938146	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Math Learning Center	Bridges in Mathematics	Various	2015	K-5		Core
	<p>Key Features: Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.</p>					
Math Learning Center	Bridges in Mathematics	Mattasa, Rubini, and Fisher	2015	K	9781602625082	Core
	<p>Notes: Materials have strong rigor that develop conceptual understanding of key mathematical concepts. The program embodies the intentions of the core and the key shifts in mathematics and instruction. The program follows the progression of instruction. The majority of materials and lessons are devoted to developing conceptual understanding. Materials extensively incorporate the use of critical linear models and are used to build number skills. Geometry concepts are also developed with the same instructional progression. Materials build procedural skill and fluency. The materials have a variety of word problem types and real world applications. In some instances above grade level concepts are brought in to support understanding, but these above grade level standards are not assessed. Cluster standards are connected in the majority of the sessions and activities. The supporting standards are connected to the major work of each grade which allows students to acquire deep mathematical understanding.</p>					
	<p>Key Features: See Key Features above.</p>					
Math Learning Center	Bridges in Mathematics	Frykholm and Scheafer	2015	1	9781602625099	Core
	<p>Notes: See notes for grades K-2 above.</p>					
	<p>Key Features: See Key Features above.</p>					
Math Learning Center	Bridges in Mathematics	Frykholm and McMahon	2015	2	9781602625105	Core
	<p>Notes: See notes for grades K-2 above.</p>					
	<p>Key Features: See Key Features above.</p>					
Math Learning Center	Bridges in Mathematics	Baker, Chandler, Fisher, Harris, and Cooke	2015	3	9781602625112	Core
	<p>Notes: There are many components to this program which allow a variety of learning styles and activities. The program provides opportunity for students to learn CCSS comprehensively, with exposure to reasoning and justifying using the Practice standards. We felt the differentiation, ELL, and support pieces to this program are lacking. There is an online component. The Number Corner piece to the program seems to be valuable piece to the program that helps students make connections in many ways. Strengths: Problem strings, formatted for the teacher complete with ideas for student responses. Blackline masters in hard copy and electronic form are easy to access. Content background and use of models is provided for each unit to build teacher knowledge. Students are given opportunities to develop understanding by constructing and justifying answers. (Challenge Problems) The 8 Mathematical Practice standards are addressed and embedded within lessons. Progression document across grade levels shows teachers where mastery needs to be developed. Early and frequent exposure to multiple standards through the number corner activities. Single and multiple step word problems available. Each grade level follows similar structure, which allows the materials to be used as remediation. Manipulatives provided. Customer support immediate and easily accessible. Engages students to discuss their understandings and reasoning with each other. Encourages students to work together. Variety of assessments and assessment questions. Procedural skills are strong. Problems are good real-world applications. High Quality conceptual problems and discussions. Weaknesses: Too much material, overwhelming, how can teachers fit it all in? No fluency drills. ELL,</p>					

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	Differentiation, and Support components are lacking, however this is somewhat built into the program.					
	Key Features: See Key Features above.					
Math Learning Center	Bridges in Mathematics	Baker, Chandler, Fisher, Harris, and Montague	2015	4	9781602625129	Core
	Notes: See notes for grades 3-5 above.					
	Key Features: See Key Features above.					
Math Learning Center	Bridges in Mathematics	Baker, Chandler, Fisher, Harris, and Montague	2015	5	9781602625136	Core
	Notes: See notes for grades 3-5 above.					
	Key Features: See Key Features above.					

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education, Inc.	enVision Math 2.0	R. I. Charles, et al	2016	K-6		Core
	Key Features: <i>enVisionmath2.0</i> is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphases requirements; and offers the focus, coherence, and rigor as defined by the Common Core State Standards for Mathematics. Consistent, everyday engagement of the Standards for Mathematical Practice enables learners to develop understandings and use mathematics with understanding. <i>enVisionmath2.0</i> provides print and digital resources to personalize learning and support a research-based instructional model. This enables the program to be taught in a variety of classroom models as an authentic learning experience in print, digital, and blended approaches. For example <i>Problem-Based Learning</i> is key to conceptual development and is an integral part of every lesson in the student print component and as a digital experience at every grade. <i>Practice Buddy powered by MathXL</i> provides a strong, digital student independent practice leveling experience and parallel, leveled print student practice components are also provided. <i>enVisionmath2.0</i> offers rich differentiation resources for every lesson that include robust intervention activities and great variety of engaging experiences for all levels of learners through print and digital tools, games, and interactive workspaces. <i>enVisionmath2.0</i> is powered by the new Pearson Realize learning management system, providing teachers with the ability to customize content, auto-assign differentiation, and use assessment data quickly and easily. Online and print assessments reflect the new high-stakes assessments.					
Pearson Education, Inc.	enVision Math 2.0 Grade K	R. I. Charles, et al	2016	K		Core
	Notes: Overall, this is a comprehensive program that aligns well to core standards. All standards are addressed and no standards from other grade levels are found. Teachers are able to follow progressions easily. The focus of the program is on the major work of each grade level with rigor and coherence to the standards. Math practices are evident and all are utilized throughout the program. Good supports are in place for RtI and ELL, as for higher learners. Every lesson has differentiation opportunities. Lesson plans are laid out in an informative and meaningful manner. The online portion of the program is well laid out and easy to use. Learning centers and games are focused on supporting the major works of each grade level. Teachers are able to create charts and graphs to help visualize and track student progress. Strengths: Performance tasks require written explanations, focus on major work of each grade, conceptual understandings are clearly taught, strong emphasis on vocabulary, ample opportunities to discuss, share and critique. Provides for differentiated instruction and practice, RtI components, leveled assignments, ELL support, online resources. Weaknesses: Too many multiple choice problems, not enough emphasis on fluency.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	K	9780328849918	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	K	9780328850051	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	K	9780328827978	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	K	9780328827695	
Common Core Standards Practice Workbook	R. I. Charles, et al	2016	K	9780328756834		

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	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	K	9780328756902	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	K	9780328850280	
Pearson Education, Inc.	Envision Math 2.0 Grade 1	R. I. Charles, et al	2016	1		Core
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	1	9780328849925	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	1	9780328850068	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	1	9780328827985	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	1	9780328827701	
	Common Core Standards Practice Workbook	R. I. Charles, et al	2016	1	9780328756841	
	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	1	9780328756919	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	1	9780328850297	
Pearson Education, Inc.	Envision Math 2.0 Grade 2	R. I. Charles, et al	2016	2		Core
	Notes: See notes for grades K-2 above.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	2	9780328849932	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	2	9780328850075	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	2	9780328827992	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	2	9780328827718	
	Common Core Standards Practice Workbook	R. I. Charles, et al	2016	2	9780328756858	
	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	2	9780328756926	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	2	9780328850303	
Pearson Education, Inc.	Envision Math 2.0 Grade 3	R. I. Charles, et al	2016	3		Core
	Notes: Very research based, core standards, differentiation, appealing to students. A very complete program. Strengths: Formative and summative assessments, advanced, on grade level, intervention problems, organized in an easy to use format. Weaknesses: An extensive amount of skills practice might be a negative as teachers will need to pick and choose practice opportunities.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	3	9780328849949	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	3	9780328850082	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	3	9780328828005	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	3	9780328827725	
	Common Core Standards Practice Workbook	R. I. Charles, et al	2016	3	9780328756865	

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	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	3	9780328756933	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	3	9780328850310	
Pearson Education, Inc.	Envision Math 2.0 Grade 4	R. I. Charles, et al	2016	4		Core
	Notes: See notes above for grades 3-5.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	4	9780328849956	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	4	9780328850099	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	4	9780328828012	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	4	9780328827732	
	Common Core Standards Practice Workbook	R. I. Charles, Et Al	2016	4	9780328756872	
	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	4	9780328756940	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	4	9780328850327	
Pearson Education, Inc.	Envision Math 2.0 Grade 5	R. I. Charles, et al	2016	5		Core
	Notes: See notes above for grades 3-5.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	5	9780328849963	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	5	9780328850105	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	5	9780328828029	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	5	9780328827749	
	Common Core Standards Practice Workbook	R. I. Charles, et al	2016	5	9780328756889	
	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	5	9780328756957	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	5	9780328850334	
Pearson Education, Inc.	Envision Math 2.0 Grade 6	R. I. Charles, et al	2016	6		Core
	Notes: Grade level standards all covered, teacher friendly and easy to use, leveled assignments, real world applications, appealing to students, easy to follow format, digital applications. Strengths: Activity centers provided, daily reviews, re-teaching, writing components, multiple methods of solving problems, rigorous, repeated practice. Weaknesses: graphics could be a bit more mature. Extensive practice and problems might be a negative since teachers will have to pick and choose what problems./activities to do.					
	Key Features: See Key Features above.					
	EnvisionMATH – Common Core Student Edition 6-year subscription + Digital Courseware 6-year license	R. I. Charles, et al	2016	6	9780328849970	
	Common Core Digital Courseware 6-Year License	R. I. Charles, et al	2016	6	9780328850112	
	Common Core Teacher Edition Package	R. I. Charles, et al	2016	6	9780328828036	
	Common Core Teacher Resource Masters Domain Books Package	R. I. Charles, et al	2016	6	9780328827756	

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	Common Core Standards Practice Workbook	R. I. Charles, et al	2016	6	9780328756896	
	Common Core Standards Practice Workbook Teacher Guide	R. I. Charles, et al	2016	6	9780328756964	
	Common Core Examview CD-Rom	R. I. Charles, et al	2016	6	9780328850341	
Pearson Education, Inc.	Pearsons Digits	Fennell et al	2015	6-8		Core
	<p>Key Features: <i>digits</i> is based on critical foundational research to achieve the following key features: <u>Simplify for the Teacher:</u> Teachers can tap into the resource they need, exactly when they need it. Based on the interACTIVE Learning Cycle™ of assessment, instruction, and practice, <i>digits</i> provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time usually lost to administrative tasks. <u>Optimize Effective Time on Task:</u> With <i>digits</i>, time spent grading or reviewing homework for the whole class is instead open for teaching and giving attention to students. Readiness assessments and auto-scored homework immediately identify students' understanding of content so teachers can focus on individual learners' needs during class. <u>Personalize for the Student:</u> Today's students are natives in the digital world. <i>digits</i> is a one-of-kind program that will keep learners motivated using technology to provide them with individualized learning paths and self-guided exploration options. Learning math the <i>digits</i> way is highly-visual, fun, and engaging. <u>Trusted Authorship:</u> Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the <i>digits</i> author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.</p>					
Pearson Education, Inc.	Pearson Digits Grade 6	Fennell et al	2015	6		Core
	<p>Notes: This is a well package program but relies heavily on technology. For self-motivated, high performing students, a program such as this might be effective, but little to no practice. Strengths: Interventions are short, getting students back to regular work quickly, topic lesson objectives are clear and match standards, many opportunities to develop fluency, encourages student choice, colorful, graphic organizers, references to modern day situations, different entry points for students, in depth discussion opportunities, opportunities for discussion to fill in gaps, clear instructions for students and teachers. Weaknesses: Mathematical arguments lacking, enrichment lessons are not mathematically rich, no extra problems bank for teachers, very little practice with fundamentals of concepts, big leaps- assumes past concepts were measured. Little support for IEP students, no support for frequently absent students, lots of reading, very little practice, difficult homework. Spanish support only for ELL students.</p> <p>Key Features: See Key Features above.</p>					
	Pearson Digits, Grade 6 Student Package (Print And Digital)	Fennell et al	2015	6	9780133314601	
	Pearson Digits, Grade 6 Student Package (Digital Only)	Fennell et al	2015	6	9780133316599	
	Pearson Digits, Grade 6 Student Package, Homework Helper	Fennell et al	2015	6	9780133282917	
	Pearson Digits, Grade 6, Teacher Package	Fennell et al	2015	6	9780133315783	
Pearson Education, Inc.	Pearson Digits Grade 7	Fennell et al	2015	7		Core
	<p>Notes: See notes for grades 6-8 above.</p> <p>Key Features: See Key Features above.</p>					
	Pearson Digits, Grade 7 Student Package (Print And Digital)	Fennell et al	2015	7	9780133314618	
	Pearson Digits, Grade 7 Student Package (Digital Only)	Fennell et al	2015	7	9780133316605	
	Pearson Digits, Grade 7 Student Package, Homework Helper	Fennell et al	2015	7	9780133282900	
	Pearson Digits, Grade 7 Teacher Package	Fennell et al	2015	7	9780133315806	
Pearson Education, Inc.	Pearson Digits Grade 7 accelerated	Fennell et al	2015	7		Core
	<p>Notes: This program contains one component which could be used in the context of a core program. The Homework Helper could be useful for both students and parents. The main program is too easy for advanced 7th graders. See also notes for grades 6-8 above.</p> <p>Key Features: See Key Features above.</p>					

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	Pearson Digits, Grade 7 Accelerated Student Package (Print + Digital)	Fennell et al	2015	7	9780133314717	
	Pearson Digits, Grade 7 Accelerated Student Package (Digital Only)	Fennell et al	2015	7	9780133316629	
	Pearson Digits, Grade 7 Accelerated Student Package, Homework Helper	Fennell et al	2015	7	9780133318258	
	Pearson Digits, Grade 7 Teacher Package	Fennell et al	2015	7	9780133315813	
Pearson Education, Inc.	Pearson Digits Grade 8	Fennell et al	2015	8		Core
	Notes: See notes for grades 6-8 above.					
	Key Features: See Key Features above.					
	Pearson Digits, Grade 8 Student Package (Print + Digital)	Fennell et al	2015	8	9780133314632	
	Pearson Digits, Grade 8 Student Package (Digital Only)	Fennell et al	2015	8	9780133316636	
	Pearson Digits, Grade 8 Student Package, Homework Helper	Fennell et al	2015	8	9780133283006	
	Pearson Digits, Grade 8 Teacher Package	Fennell et al	2015	8	9780133315820	
Pearson Education, Inc.	Pearson Connected Mathematics 3™	Lappan et al	2014	6-8		Core
	Key Features: The goal of Connected Mathematics 3 is to help students develop mathematical knowledge, conceptual understanding, and procedural skills, along with an awareness of the rich connections between math topics—across grades and across Common Core content areas. Through the “Launch-Explore-Summarize” model, students investigate and solve problems that develop rigorous higher-order thinking skills and problem-solving strategies. Curriculum development for CMP3 has been guided by an important mathematical idea: All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of mathematics. This includes the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency. CMP3 uses technology to help teachers implement with fidelity, thus raising student achievement. Easy-to-use mobile tools help with classroom management and capture student work on the go. ExamView® delivers a full suite of assessment tools, and MathXL® provides individualized skills practice. 21st century social networking technology connects CMP3 teachers, while students benefit from interactive digital student pages that allow for instantaneous sharing and effective group work.					
Pearson Education, Inc.	Pearson Connected Mathematics 3™ Grade 6	Lappan et al	2014	6		Core
	Notes: Connected Mathematics is a research based program that closely reflects the basic architecture of common core standards, grades 6-8. The tasks are well designed to provide students opportunity to explore mathematics. Strengths: Rigor is apparent and included in every aspect of the program. There is an exceptional balance between conceptual understanding and procedural skills practice, provides opportunities for students to engage in the 8 mathematical practices daily through problem solving. Weaknesses: Teacher training would be a must, as it is not a traditional math program.					
	Key Features: See Key Features above.					
	Pearson Connected Mathematics 3™, Grade 6 Student Print + Digital Bundles	Lappan et al	2014	6	9780133296747	
	Pearson Connected Mathematics 3™, Grade 6 Student Digital Bundle with MathXL for School, 6yr access	Lappan et al	2014	6	9780133300581	
	Pearson Connected Mathematics 3™, Grade 6 Single Bind Student Edition Bundle	Lappan et al	2014	6	9780133296839	
	Pearson Connected Mathematics 3™, Grade 6 Spanish Student Print + English Digital Bundles,	Lappan et al	2014	6	9780133296785	
	Pearson Connected Mathematics 3™, Grade 6 Student, Teacher Print +	Lappan et al	2014	6	9780133280852	

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	Digital Bundles					
	ExamView® Test Assessment Suite CD-ROM (6-8)	Lappan et al	2014	6	9780133278712	
Pearson Education, Inc.	Pearson Connected Mathematics 3™ Grade 7	Lappan et al	2014	7		Core
	Notes: See notes for grades 6-8 above.					
	Key Features: See Key Features above.					
	Pearson Connected Mathematics 3™, Grade 7 Student Print + Digital Bundles	Lappan et al	2014	7	9780133296754	
	Pearson Connected Mathematics 3™, Grade 7 Student Digital Bundle with MathXL for School, 6yr access	Lappan et al	2014	7	9780133300598	
	Pearson Connected Mathematics 3™, Grade 7 Single Bind Student Edition Bundle	Lappan et al	2014	7	9780133296846	
	Pearson Connected Mathematics 3™, Grade 7 Spanish Student Print + English Digital Bundles,	Lappan et al	2014	7	9780133296792	
	Pearson Connected Mathematics 3™, Grade 7 Student, Teacher Print + Digital Bundles	Lappan et al	2014	7	9780133280869	
	ExamView® Test Assessment Suite CD-ROM (6-8)	Lappan et al	2014	7	9780133278712	
Pearson Education, Inc.	Pearson Connected Mathematics 3™ Grade 8	Lappan et al	2014	8		Core
	Notes: See notes for grades 6-8 above.					
	Key Features: See Key Features above.					
	Pearson Connected Mathematics 3™, Grade 8 Student Print + Digital Bundles	Lappan et al	2014	8		
	Pearson Connected Mathematics 3™, Grade 8 Student Digital Bundle with MathXL for School, 6yr access	Lappan et al	2014	8		
	Pearson Connected Mathematics 3™, Grade 8 Single Bind Student Edition Bundle	Lappan et al	2014	8		
	Pearson Connected Mathematics 3™, Grade 8 Spanish Student Print + English Digital Bundles,	Lappan et al	2014	8		
	Pearson Connected Mathematics 3™, Grade 8 Student, Teacher Print + Digital Bundles	Lappan et al	2014	8		
	ExamView® Test Assessment Suite CD-ROM (6-8)	Lappan et al	2014	8		
Pearson Education, Inc.	Pearson Connected Mathematics 3™ Grade 8 Algebra 1	Lappan et al	2014	8		Core
	Notes: See notes for grades 6-8 above.					
	Key Features: See Key Features above.					
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student Print + Digital Bundles	Lappan et al	2014	8	9780133296778	

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	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student Digital Bundle with MathXL for School, 6yr access	Lappan et al	2014	8	9780133300611	
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Single Bind Student Edition Bundle	Lappan et al	2014	8	9780133296860	
	Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Spanish Student Print + English Digital Bundles,	Lappan et al	2014	8	9780133296822	
	Pearson Connected Mathematics 3™, Grade8 Algebra 1 Student, Teacher Print + Digital Bundles	Lappan et al	2014	8	9780133281590	
	ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)	Lappan et al	2014	8	9780133278712	
	Pearson Algebra 1, Geometry, Algebra 2 Common Core Edition	Laurie Bass et al	2015	8-12		Core
	<p>Key Features: <i>Pearson Algebra 1, Geometry, Algebra 2 Common Core Edition ©2015 is a rigorous, flexible, and data-driven program.</i> <i>Rigorous:</i> The lesson design of the program was built specifically for the Common Core's definition of rigor. Pearson's 5-step lesson design has been proven effective by independent research. The 5-step lesson design of the program balances conceptual understanding, procedural fluency, and the application of mathematics to solve problems and formulate models— exactly as called for by the Common Core. <i>Flexible:</i> The program is flexible and provides a wealth of resources to meet the needs of teachers and students. Four pages of differentiated resources are provided for every lesson, including appropriate resources to differentiate instruction effectively for struggling learners, English Language Learners, and advanced students. Students have access to a variety of multimedia learning aids, including a free Virtual Nerd tutorial video mobile app, digital manipulatives, and interactive online practice. <i>Data-Driven:</i> The program is data-driven. Chapter performance tasks and technology-enhanced next-generation assessments provide the rigor required to prepare students for upcoming assessments. Students have ample opportunities to practice solving rich, multi-step tasks throughout the program. Data-driven digital resources include auto-graded online assessments where the appropriate remediation or enrichment is automatically assigned to the student.</p>					
Pearson Education, Inc.	Pearson Algebra 1 Common Core Edition	Laurie Bass et al	2015	8-12		Core
	<p>Notes: This course has many resources such as a student companion, Rtl assessments and re-teaching opportunities, math XL, and virtual nerd app. Overall, it appears to be rigorous and does correspond to the core standards. It provides many skills problems along with application problems and opportunities. It has a great mix of traditional and core. It is user friendly has tools and resources that will assist both teachers and students.</p> <p>Strengths: Lessons begin with a solve it question that leads into the new concept, then progresses to more in depth problem solving. The TE is very descriptive and offers a wide variety of options for students to learn. TE resources all on one page. Good open ended questions, error analysis, and reasoning problems. Students write about and apply math skills.</p> <p>Weaknesses: majority of the problem sets include skills practice. Not enough problems with modeling. Not many different strategies used for grouping students.</p>					
	Key Features: See Key Features above.					
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Edition + Digital Courseware (6-Year Access)	Laurie Bass et al	2015	8-12	9780133315332	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Digital Courseware (6-year access)	Laurie Bass et al	2015	8-12	9780133314090	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Student	Laurie Bass et al	2015	8-12	9780133185591	
	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Teacher's	Laurie Bass et al	2015	8-12	9780133185607	

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	Guide						
	Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher's Edition	Laurie Bass et al	2015	8-12	9780133281194		
	Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher's Resources DVD	Laurie Bass et al	2015	8-12	9780133185638		
	Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Student	Laurie Bass et al	2015	8-12	9780133198607		
	Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Teacher's Guide	Laurie Bass et al	2015	8-12	9780133198577		
	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al	2015	8-12	9780133185652		
Pearson Education, Inc.	Pearson Geometry Common Core Edition	Laurie Bass et al	2015	8-12		Core	
	Notes: A good mix of traditional and core, and large number and variety of online resources. Strengths: TE resources all on one page, pacing guide, "Find your error" activities, lots of coordinate geometry, "Think About a Plan" activities to foster understanding and writing, Virtual Nerd has explanations of material in case students need more explanation.						
	Key Features: See Key Features above.						
	Pearson Geometry Common Core Edition, Geometry, Student Edition + Digital Courseware (6-Year Access)	Laurie Bass et al	2015	8-12	9780133315363		
	Pearson Geometry Common Core Edition, Geometry, Student Stand-Alone Digital Courseware (6-Year Access)	Laurie Bass et al	2015	8-12	9780133314106		
	Pearson Geometry Common Core Edition, Geometry, Student Companion, Student	Laurie Bass et al	2015	8-12	9780133185942		
	Pearson Geometry Common Core Edition, Geometry, Student Companion, Teacher's Edition	Laurie Bass et al	2015	8-12	9780133185959		
	Pearson Geometry Common Core Edition, Geometry, Teaching Resources, Teacher's Edition	Laurie Bass et al	2015	8-12	9780133281231		
	Pearson Geometry Common Core Edition, Geometry, Teaching Resources DVD	Laurie Bass et al	2015	8-12	9780133185997		
	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al	2015	8-12	9780133185652		
Pearson Education, Inc.	Pearson Algebra 2 Common Core Edition	Laurie Bass et al	2015	8-12		Core	
	Notes: This course has many components to it such as: a student companion, RTI assessments and re-teaching opportunities, math XL, and virtual nerd app. Overall it seems to be rigorous and does correspond to the core standards. This curriculum is enhanced with technology if the teacher chooses to do so. The math XL and virtual nerd app would be very helpful for all students. I liked the student companion book because students can write in it. It provides many skills problems along with application problems and opportunities. It is a good mix of the traditional and new common core ideals. It is user friendly and has many tools and resources that will help both teachers and students. Strengths: Each lesson and chapter has a pacing guide along with the core standards that goes with each. It is easy to navigate through all of the materials, user friendly. Lessons have quizzes to assess if students need more help. It provides many ELL resources, RTI resources and enrichment activities.						

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	<p>Each chapter has concept bytes and performance tasks. Each practice section has a lesson check to see if students are ready to begin applying the new ideas, then it has a practice section, apply section, challenge section, standardized test prep section, and mixed review section. Student companion book is a consumable booklet that students can write in to note key concepts, guided practice, vocabulary. Students can evaluate themselves at the end of each lesson. Each lesson begins with a Solve It question that leads into the new concept, it then progresses from there to more in-depth problem solving. This program offers a wide variety of options for students to learn from the book and/or student companion or from the online resources like math XL, virtual nerd app, and poweralgebra.com. Majority of problem sets include skills practice, open-ended questions, error analysis, and reasoning problems. Students have opportunities write about and apply the math. The TE is very descriptive. It gives essential questions to ask students and ideas of what to expect students to know. It also gives the available lesson resources for each lesson.</p> <p>Weaknesses: Most sections have anywhere from 50-75 problems total. In the pacing guide it never assigned all of them, but it would be important for teachers to look at the pacing guide and use it along with their classroom dynamics to decide if their students belong in the basic, average, or advanced portion of the pacing guide. Many story problems are toward the middle to end of the problem sets. The pacing guides did not include the concept bytes, and performance tasks in them.</p>					
	<p>Key Features: See Key Features above.</p>					
	Pearson Algebra 2 Common Core Edition Algebra 2, Student Edition + Digital Courseware (6-Year Access)	Laurie Bass et al	2015	8-12	9780133315400	
	Pearson Geometry Common Core Edition, Algebra 2, Student Stand- Alone Digital Courseware (6-Year Access)	Laurie Bass et al	2015	8-12	9780133314113	
	Pearson Algebra 2 Common Core Edition Algebra 2, Student Companion, Student	Laurie Bass et al	2015	8-12	9780133186123	
	Pearson Algebra 2 Common Core Edition Algebra 2, Student Companion, Teacher's Edition	Laurie Bass et al	2015	8-12	9780133186130	
	Pearson Algebra 2 Common Core Edition Algebra 2, Teaching Resources, Teacher's Edition	Laurie Bass et al	2015	8-12	9780133281262	
	Pearson Algebra 2 Common Core Edition Algebra 2, Teaching Resources, Teacher's Resources DVD	Laurie Bass et al	2015	8-12	9780133186178	
	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al	2015	8-12	9780133185652	
	Pearson Common Core Edition Algebra 1, Algebra 2 & Geometry Common Core Overview Implementation Guide (program wide resource)	Laurie Bass et al	2015	8-12	9780133281101	
<p>Pearson Education, Inc.</p>	<p>Precalculus</p>	<p>Demana et al</p>	<p>2015</p>	<p>9-12</p>		<p>Core</p>
	<p>Notes: Strengths: Examples are thorough, clear, and a good representation of practice problems. Text is readable, good white space. Scope and sequence is well organized. Upper level thinking problems, group problems, writing problems, and projects at the end of each chapter are interesting, pertinent, well scaffolded and provide students with opportunities to meet math practice standards, master core standards, and become proficient in concepts. Prerequisites addressed well. Intro problem followed up in problem set. Explorations section provides thought provoking problems.</p> <p>Weaknesses: Lacks graphics and pictures. ELL students have only Mymath labs and Math XL online portion to help them. Mathematical practice to critique work of others not met well. Teacher will need to create opportunities for this. Remediation and differentiated opportunities lacking.</p>					

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	<p>Key Features: For graphing-intensive courses</p> <ul style="list-style-type: none"> •Nationally recognized author team with years of experience and expertise in the teaching of both precalculus and calculus. •Fully aligns to cover all (+) standards of the Common Core •Designed for the way you teach: •Additional coverage of topics that students are likely to struggle with. •Shorter sections to accommodate the class period length. •Extensive resources for new and experienced instructors. •Written for the needs of today's students: •Perfect balance of graphical and algebraic representation. •Applications integrated throughout the text. •Examples and exercises for all levels of students. •The Twelve Basic Functions are emphasized throughout the book as a major theme and focus. •Expanded sections now include Closeness and Betweenness in a Complex World and Random Variables and Expected Value •Updated data sets and applications <p>Provides additional resources to meet your Common Core goals:</p> <ul style="list-style-type: none"> •Common Core Student Practice and Review Guide provides support for every section and includes the following resources: Problem Solving, Practice and Standardized Test Prep. •Common Core Implementation Guide supports teachers to make the transition to a Common Core curriculum. <p>Includes:</p> <ul style="list-style-type: none"> •Over view of the Common Core State Standards •Standards for Mathematical Practice Observational Protocol •Common Core Correlations •Common Core assessment resources 					
	<p>Precalculus Common Core Edition, Student Edition (HS Binding), Includes Free 1-Year Access To Math XL For School</p>	Demana et al	2015	9-12	9780133541342	
	<p>Precalculus Common Core Edition, Student Edition (HS Binding), Annotated Teacher's Edition</p>	Demana et al	2015	9-12	9780133518528	
<p>Pearson Education, Inc.</p>	<p>Precalculus Enhanced with Graphing Utilities</p> <p>Notes: Strengths: Excellent scope and sequence, focuses on problem solving, end of chapter projects give depth of thinking to students, meets most mathematic practices. Meets the core standards and criteria. Examples do not assume students know/remember how to do things. Examples are thorough and easy to follow. Good graphs. Weaknesses: A difficult text. Difficult to read- seems crowded, little white space, long sections. Few pictures.</p> <p>Key Features: Praised on their ability to understand what it takes to be successful in mathematics, the Sullivans have created a text with an overall learning system that includes preparation, practice, and review to help students get the most out of their studies. The authors take into account the skills that students bring to this course and the way that technology can be used to enhance learning without sacrificing math skills.</p> <ul style="list-style-type: none"> •Dependable text known for its accuracy, precision, depth, strong student support, and abundant exercises. • "Preparing For This Section" provides "just-in-time" review of previously presented concepts and skills. • "Now Work" and "Are You Prepared?" help students identify what they need to review and where to review it. •Step-by-step, annotated examples provide detailed intermediate steps. • "Things to Know" detail important theorems, formulas, identities, definitions, and functions. •Includes student access to MathXL for School, the online homework, assessment and tutorial program aligned directly to the textbook. For more information, including implementation ideas, walkthrough guides, and more, please visit www.mathxlforschool.com. 	Sullivan et al	2013	9-12		<p>Other</p>
	<p>Precalculus Enhanced With Graphing Utilities, Student Edition (HS Binding), Includes Free 1-Year Access To MathXL For School</p>	Sullivan et al	2013	9-12	9780132854351	
	<p>Precalculus Enhanced With Graphing Utilities, Instructor's Edition</p>	Sullivan et al	2013	9-12	9780321795526	
	<p>Precalculus Enhanced With Graphing Utilities, TestGen</p>	Sullivan et al	2013	9-12	9780132831871	
	<p>Precalculus Enhanced With Graphing Utilities, Student Edition, Student's Solution Manual</p>	Sullivan et al	2013	9-12	9780321795496	
<p>Pearson Education,</p>	<p>Calculus Graphical, Numerical, Algebraic</p>	Finney et al	2016	9-12		<p>Core</p>

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<p>Inc.</p>	<p>Notes: Largely unchanged from previous edition. More AP test prep and other resources. A strong program that his most topics with various representations. Strengths: graphical, organized creatively, easy to read, good online applications- good platform to manage classes and find student weaknesses. Math XL for homework and testing. Weaknesses: Not as many teaching tips to diversify lessons, weak on approximating rates of change, could include more AP prep and tips. Has some assessment, but would like "full tests".</p>					
	<p>Key Features: The nationally recognized author team is back with the 5th Edition of Calculus: Graphical, Numerical, Algebraic written specifically for high school students and aligned to the latest AP Calculus Curriculum Framework and AP Calculus Mathematical Practices. In this edition, renowned author David Bressoud joins the author team bringing his expertise in calculus and knowledge of the AP Calculus exam. •Adheres to the NEW AP Calculus Curriculum Framework for AP* Calculus AB & BC •Supports and aligns to the Mathematical Practices for AP Calculus. •AP* Test Prep workbook written specifically for use with this text •Includes concept outlines to both AB and BC Exams •Detailed guidance in every chapter on the appropriate use of graphing calculators, versus when students should solve problems without them. •Chapter 1 has been updated to focus on the function essentials and to be a more clear review of topics previously learned. •Many chapter openers have been revised to motivate students and show how important calculus models are in real-world behavior. •Historical notes have been improved and updated with new author Bressoud's insights.</p>					
	<p>Calculus Graphical, Numerical, Algebraic, Student Edition (HS Edition), Includes Free 1-Year Access To MathXL For School</p>	<p>Finney et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133314533</p>	
	<p>Calculus Graphical, Numerical, Algebraic, AP Test Prep: Calculus</p>	<p>Finney et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133314588</p>	
	<p>Calculus Graphical, Numerical Algebraic, Annotated Teacher's Edition</p>	<p>Finney et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133311624</p>	
	<p>Calculus Graphical, Numerical Algebraic, Solutions Manual</p>	<p>Finney et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133314595</p>	
<p>Pearson Education, Inc.</p>	<p>Calculus AP Edition</p>	<p>Briggs</p>	<p>2014</p>	<p>9-12</p>		<p>Core</p>
	<p>Notes: A comprehensive program. Very traditional with college level text. Good graphical representation for examples, but not a lot of graphical analysis in problems. Topics are well ordered, scaffolding on foundations. Strengths: math lab and Math XL resources, AP questions in supplement, good solutions guide, lots of practice, extended BC topics. Weaknesses: Some AP test prep in supplements, but questions in the text are traditional. Very little writing and explanation questions. Graphical analysis is limited. Limited table problems, which is heavy in AP. Limited teacher resources.</p>					
	<p>Key Features: Renowned authors, William Briggs and Lyle Cochran have built from the ground up a program specifically for AP Calculus teachers and students. • In collaboration with more than 90 academic experts and classroom practitioners the authors' balance rigor and intuition and prepare students to be successful on the AP exam. • AP-specific chapter content clearly correlates to the AP Curriculum Framework and prepares students for the AB or BC exam. • A ground breaking and award winning eBook includes more than 400 interactive figures drawn straight from the book (available in <i>MyMathLab® for School</i>). • Interactive figures allow for teachers to illustrate important ideas in the classroom and students to explore concepts in ways that a static book cannot provide. • Quick check margin notes encourage the student to read with pencil in hand. • A cumulative exercise sets and a set of AP practice exercises conclude each chapter.</p>					
	<p>Calculus AP Edition, Student Edition (Hs Binding), Includes Free 1-Year Access To MathXL® For School</p>	<p>Briggs</p>	<p>2014</p>	<p>9-12</p>	<p>9780133498349</p>	
	<p>Calculus AP Edition, Annotated Instructor's Edition</p>	<p>Briggs</p>	<p>2014</p>	<p>9-12</p>	<p>9780133563566</p>	
	<p>Calculus AP Edition, Instructor's Solution Manual</p>	<p>Briggs</p>	<p>2014</p>	<p>9-12</p>	<p>9780133563573</p>	
	<p>Calculus AP Edition, AP Exam Prep Guide</p>	<p>Briggs</p>	<p>2014</p>	<p>9-12</p>	<p>9780133563610</p>	
<p>Pearson Education, Inc.</p>	<p>Stats Modeling the World</p>	<p>Bock et al</p>	<p>2015</p>	<p>9-12</p>		<p>Core</p>
	<p>Notes: A good comprehensive AP program that matches the College Board curriculum. Includes a comprehensive teacher package. There is a lack of accessibility for some student populations, i.e. ELL. Strengths: Easy to navigate, has a "what can go wrong" in every section to help teachers find potential</p>					

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<p>pitfalls. Vocabulary terms are at the end of each chapter. Lots of opportunity to practice. Formative assessments with “Just checking”. Think Show Tell- gives opportunities for higher order thinking and discussion. Technology is integrated but not overly dependent. Weaknesses: Lacks differentiation opportunities for lower level students.</p>					
<p>Key Features: The most cited text in the College Board’s AP* Statistics sample syllabi. • Applauded for its readability—your students will read this book! • Leads with practical data analysis and graphics, encouraging students to “do statistics” and “think statistically” from the start. • TI-Nspire™ content integrated throughout the text, including margin pointers describing the new calculator activities. • Updated data used in examples and exercises. • Fully-updated AP* teacher and student supplements • AP Test Prep Workbook aligns specifically to the text and helps students prepare for the AP Statistics exam.</p>					
Stats Modeling The World, Student Edition (HS Binding), Includes Free 1-Year Access To MathXL® For School	Bock et.al	2015	9-12	9780133541250	
Stats Modeling the World, Teacher’s Edition	Bock et.al	2015	9-12	9780133518030	
Stats Modeling the World, AP Test Prep: Statistics	Bock et.al	2015	9-12	9780133539844	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Scholastic Inc.	MATH 180	D. Ball, T. Hasselbring, S. Beckmann & D. Dockterman	2014			Intervention
	<p>Key Features: <i>MATH 180</i> is designed to address the needs of struggling students and their teachers equally. It utilizes adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support. Three key principles have been engineered into <i>MATH 180</i> : Effort Leads to Success—Growth Mindset: Many struggling students have given up on math. Working with Carol Dweck’s Mindset Works organization, <i>MATH 180</i> creates a new growth mindset by showing students that their efforts lead to success. The Key to Unlocking Higher Mathematics—The Core Within the Core: For students who are two or more years behind in math, time is critical. That’s why <i>MATH 180</i> focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. Dramatically Increase Your Impact—Force Multiplier for Teaching: We know that teachers are the key force behind effective math instruction. <i>MATH 180</i>’s Teaching Ecosystem scaffolds less experienced teachers and provides a wealth of sophisticated supports for veteran math teachers to increase the effectiveness of their instruction.</p>					
Scholastic Inc.	MATH 180	D. Ball, T. Hasselbring, S. Beckmann & D. Dockterman	2014	Grade 6		Intervention
	<p>Notes: it is user friendly for students, highly engaging as it has a computer piece that students tend to enjoy, and very direct in the timeframe. As an intervention piece, it has the growth mind set teaching that most low level students lack. It has quite a variety of mediums used: pen and pencil, mSpace booklet, interactive whiteboard, computer videos, computer games, etc. to cater to all learning styles. For the generation of students who are drawn to technology, this program focuses on technology heavily, but very structurally. It uses technology to pull students in and track their progress. It addresses not only math standards, but literacy standards as well. It provides a detail of each standard addressed. It also provides a variety of strategies for the teacher to employ in the classroom. It is an all-inclusive middle school intervention program to get students algebra ready. I would recommend this program. Strengths: This program has the growth mindset model, and support of early grades in a variety of fashions. Using the brain arcade for students, they are learning while having fun. The progress tab for the students helps them see their own learning targets and progress they’ve made. The anchor videos and instructional videos are relative, show cultural differences, and show a variety of style (real and cartoon). The lesson planning, the videos about how to do the games and strategies, the student resources, and the printables such as the parent letter are invaluable time savers. The assessments are very useful for teachers and in PLCs. Weaknesses: With so many materials, it is quite busy. Upon receiving the courses, I was immediately overwhelmed by all of the materials. Districts which adopt this program will need professional development.</p>					
	<p>Key Features: See Key Features above.</p>					
	MATH 180 Course I System with 36 Student Licenses , 1 set of Teacher Materials and 2 Licenses to Scholastic Central, 2 days of Professional Learning, and Leadership Support	D.Ball, T. Hasselbring, S. Beckmann & D.Dockterman	2014	6	9780545585385	

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	mSpace Books Course I set of Volumes 1 & 2 consumable	D.Ball, etal.	2014	6	9780545585354	
Scholastic Inc.	MATH 180	D. Ball, T. Hasselbring, S. Beckmann & D. Dockterman	2014	Grade 7		Intervention
	Notes: See notes for grades 6-7 above.					
	Key Features: See Key Features above.					
	MATH 180 Course II System with 36 Student Licenses , 1 set of Teacher Materials and 2 Licenses to Scholastic Central, 2 days of Professional Learning, and Leadership Support	D.Ball, T. Hasselbring, S. Beckmann & D.Dockterman	2015	7	9780545834063	
mSpace Books Course II set of Volumes 1 & 2 consumable	D.Ball, etal.	2015	7	9780545815208		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Think Through Learning, Inc.	Think Through Math	TTM Content Team	2012	3-8, Algebra 1, Geometry		
	Notes: Think Through Math is a supplemental math program that can be used to enhance, remediate, accelerate, and complement classroom curriculums. It is a web-based program that is aligned with the core standards. It can be used from a computer, tablet, I-Pad, etc. Reports can be created from this program. It is good at identifying where students are low and where they are proficient. Warm up for fluency practice. If a teacher is not around they can reach a live teacher for help. Strengths: The reports that can be used and printed and are tied straight to the standards .Each lesson has a pre-quiz, warm-up, guided learning, practice, and post-quiz. Immediate feedback. If a student fails the post-quiz they then have to go back and relearn material. There is always a live certified teacher available on-line if a student is truly confused and can't figure out the concept. The students earn points that they can be used to buy rewards. The teacher can receive weekly reports about their classes or can choose from the following reports: overview report, student detail, student progress, and standards report. The program needs to be used 2-3 times a week for 60-90 minutes for it to be a useful classroom tool. The program is very user friendly and is easy to navigate. It has a list of best practices that explain how to use the program and how to get the best results from using it. There are trainings and webinars that teachers can access for help. The practice questions, are multiple choice, open-ended questions, computational questions, and graphing. Some questions model the SBAC format. Students can access this curriculum for school or at home. It is updated frequently so that you are using the most updated version.					
	Key Features: Think Through Math is a unique web-based learning system that encompasses math content for children in grades 3 through Algebra 1 (aligned to the Idaho Core standards). It is designed to complement traditional classroom instruction with instruction, feedback and practice delivered via a highly adaptive software coupled with <u>on-demand, on-line certified math teachers</u> and a highly effective motivation system. On-line on-demand instructional intervention is coupled with very high quality adaptive learning software that continually assesses students' performance to create and adjust individualized learning pathways. Pathways of content are dynamically constructed, combining results from grade level targets and individual student performance on the initial benchmark assessment at the beginning of the program, and continue to adapt based on student performance in each lesson. Lessons include a variety of rigorous activities aimed at leading students through the process of understanding mathematical concepts. As they work, students receive immediate feedback and instruction from an automated, virtual math coach that offer a series of pre-programmed suggestions and strategies for solving the problem. If students still struggle to grasp the concept, they can connect in real-time with a certified U.S. math teacher who will provide direct instructions via text/chat support and the option of using a whiteboard-like function to illustrate concepts. The program also combines game mechanics with intrinsic and extrinsic motivational strategies to encourage students. Students compete in regional and national contests and earn points for their work that can be redeemed for tangible rewards, including gift cards, T-shirts and even donations to a variety of charity options.					
	Think Through Math	TTM Content Team	2012	3		Other
	Think Through Math	TTM Content Team	2012	4		
	Think Through Math	TTM Content Team	2012	5		
	Think Through Math	TTM Content Team	2012	6		Other
Think Through Math	TTM Content Team	2012	7			
Think Through Math	TTM Content Team	2012	8			

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	Think Through Math	TTM Content Team	2012	Algebra 1		Intervention
	Think Through Math	TTM Content Team	2012	Geometry		Intervention

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	CCSS Integrated Pathway Mathematics I Teacher Resource	Walch Integrated Math	2012, 2014	9-12	978-0-8251-7090-4	Core
	<p>Key Features: The <i>CCSS Integrated Pathway: Mathematics</i> program is a complete set of materials built from the ground up to align 100% to the CCSS Integrated Pathway curriculum map and support the 8 CCSS mathematical practices.</p> <p>This course is designed to empower teachers by equipping them with high quality, flexible resources for successfully teaching Integrated Math to all types of learners. These materials include: Standards, Essential Questions, Words to Know (with complete English/Spanish Glossary), Recommended Resources, Key Concepts, Common Errors and Misconceptions, Guided Practice, Warm-Ups, Problem-Based Tasks with optional coaching questions, Practice Sets, Pre, Progress, and Unit Assessments, PowerPoints, and Station Activities. ExamView Item Banks and online versions of resources are available. The Teacher Resources provide teachers with everything they need to teach; student workbooks offer students all the materials necessary for classroom activities; and hardcover Student Resource Books support parent involvement and provide class re-caps and additional homework problem sets.</p>					
	CCSS Integrated Pathway Mathematics I Student Workbook, consumable	Walch Integrated Math	2014	9-12	978-0-8251-7412-4	
	CCSS Integrated Pathway Mathematics I Student Resource Book, Hardcover	Walch Integrated Math	2012, 2014	9-12	978-0-8251-7102-4	
	CCSS Integrated Pathway Mathematics I ExamView Assessment Bank	Walch Integrated Math	2015	9-12	978-0-8251-7883-2	
	CCSS Integrated Pathway Mathematics I Online SBAC- type Unit Assessments, per year, per student	Walch Integrated Math	2015	9-12	978-0-8251-7687-6	
	CCSS Integrated Pathway Mathematics I 6 Year Subscription with WalchConnect, per student. Includes all of the above	Walch Integrated Math	2015	9-12	978-0-8251-7936-5	
	CCSS Integrated Pathway Mathematics I 6 Year Subscription with WalchConnect, per student. Includes all of the above, except that Hardcover Resource Books are only in digital format	Walch Integrated Math	2015	9-12	978-0-8251-7947-1	
	CCSS Integrated Pathway Mathematics II Teacher Resource	Walch Integrated Math	2012, 2014	9-12	978-0-8251-7413-1	Core
	<p>Notes: More than 50 percent of the time is spent on the widely acceptable prerequisites. The prerequisite skills are identified for each lesson. The program is 100 percent aligned to the core standards. The program provides optional coaching questions to support differentiation of teaching. The 8 mathematical practice standards are evident throughout the curriculum. Each standard has multiple problem based tasks. Conceptual understanding is the key focus for the PBT. High level conceptual problems are found with the PBT and the homework. The program provides very good resources and answer keys for all material. Professional development is provided with the program.</p> <p>Strengths and Weaknesses: English-Spanish glossary is included. However, with the amount of reading in the program, there should be more help available for special populations and ELL. There is a lot of writing which makes it more difficult for EL students and students that struggle with reading and writing. All of the in class tasks are in a separate book as the student homework. The in class tasks book stays in the classroom and you only need to purchase a classroom set. The student homework is in a separate book that is sent home with the student and stays home at all times. The in class tasks books have a lot of extra practice.</p>					
	Key Features: See Key Features above.					
	CCSS Integrated Pathway Mathematics II Student Workbook, consumable	Walch Integrated Math	2014	9-12	978-0-8251-7415-5	
	CCSS Integrated Pathway Mathematics II Student Resource Book, Hardcover	Walch Integrated Math	2013, 2014	9-12	978-0-8251-7168-0	
	CCSS Integrated Pathway Mathematics II ExamView Assessment Bank	Walch Integrated Math	2015	9-12	978-0-8251-7904-4	

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	CCSS Integrated Pathway Mathematics II SBAC-type Online Unit Assessments, per year per student	Walch Integrated Math	2015	9-12	978-0-8251-7688-3	
	CCSS Integrated Pathway Mathematics II 6 Year Subscription with WalchConnect, per student. Includes all of the above	Walch Integrated Math	2015	9-12	978-0-8251-7938-9	
	CCSS Integrated Pathway Mathematics II 6 Year Subscription with WalchConnect, per student. Includes all of the above, except that Hardcover Resource Books are only in digital format	Walch Integrated Math	2015	9-12	978-0-8251-7948-8	
	CCSS Integrated Pathway Mathematics III Teacher Resource	Walch Integrated Math	2014, 2015	9-12	978-0-8251-7196-3	Core
	Key Features: See Key Features above.					
	CCSS Integrated Pathway Mathematics III Student Workbook, consumable	Walch Integrated Math	2014, 2015	9-12	978-0-8251-7456-8	
	CCSS Integrated Pathway Mathematics III Student Resource Book, Hardcover	Walch Integrated Math	2014, 2015	9-12	978-0-8251-7455-1	
	CCSS Integrated Pathway Mathematics III ExamView Assessment Bank	Walch Integrated Math	2015	9-12	978-0-8251-7907-5	
	CCSS Integrated Pathway Mathematics III Online Unit Assessments per year per student	Walch Integrated Math	2015	9-12	978-0-8251-7689-0	
	CCSS Integrated Pathway Mathematics III 6 Year Subscription with WalchConnect, per student. Includes all of the above	Walch Integrated Math	2015	9-12	978-0-8251-7940-2	
	CCSS Integrated Pathway Mathematics III 6 Year Subscription with WalchConnect, per student. Includes all of the above, except that Hardcover Resource Books are only in digital format	Walch Integrated Math	2015	9-12	978-0-8251-7949-5	



Professional-
Technical
Education

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ACCE	Money in Motion	American Center For Credit Education	2014	11-12	978-0-9772317-3-7	Supplemental Resource for Personal & Family Finance
	Notes: This program addresses some, but not all of the skills and knowledge standards in Personal and Family Finance. It partially meets the standards in Management of Personal and Family Resources, Management of Financial Resource for Major Purchases, Management of Financial Resources for Lifespan Goals, Using and Managing Credit, Roles of Individuals as Citizens in a Market Economy, and Careers in Personal and Family Finance and Consumer Services. The program does not address the areas of Interrelationship Between the Economic System and Consumer Actions and Economic Institutions in a Market Economy. It is intended as a supplemental resource only. The teacher can access each student's pretest, quiz, and posttest score. The instructor's guide states the purpose, objectives, and activities for each chapter. Each chapter can be listened to via audio files.					
	Key Features: Money in Motion online is a web based program that teaches basic personal finance. The course covers goal-setting, budgeting, credit, credit scores, debt, contracts, insurance, consumer laws, and what to do when things go wrong in a friendly and easy to understand manner. This program explains how managing your money helps you get what you want which creates the motivation to change behavior.					
	Money in Motion	American Center For Credit Education	2014	11-12	978-0-9772317-3-7	

Publisher	Title of Material	Authors	Copyright	Grade Level	ISBN	Recommendation
CDX Automotive, Jones & Bartlett Publishing	CDX Automotive Maintenance and Light Repair - online	CDX Automotive	2014	9 -- 12	1284030385 - up to 100 students; 1284030377 - up to 30 students	Comprehensive
	Notes: Text is easy to read and navigate. Good for multiple learning styles. Computer diagnostic scenarios, instructional videos assist with understanding, pre and posttests, good illustrations and technology tips. No review questions. Some inaccurate pictures. Textbook and online identical content.					
	Key Features: CDX provides up-to-date online automotive training that enhances the instructor's ability to inform and train students in some of the most current technologies being used today in the automotive field. The advantages to the State include: Consistent core content for all participating schools (consistent standards) We enable instructors to spend more time on laboratory skill development Computer interactivity that motivates today's students Content that includes NATEF lab (task) sheets and task tracking system. Instructor and state administrative access to the system to track students (place in course, quizzes, exams); and maintain records Complete Training to all instructors					
	Fundamentals of Automotive Maintenance and Light Repair TEXTBOOK	CDX Automotive	2014	9 -- 12	9781284056730	
	Fundamentals of Automotive Maintenance & Light Repair TASKSHEET MANUAL	CDX Automotive	2014	9 -- 12	9781284077858	
	Fundamentals of Fundamentals of Automotive Maintenance & Light Repair WORKBOOK	CDX Automotive	2014	9 -- 12	9781284077834	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Aquaculture Science	Parker	2012	9-12	9781435488120	Comprehensive AG 560
	Notes: Matches standards, easy to understand, complete, excellent content, written by Idahoan so lots of local knowledge and pictures. DVD/CD has study guides, worksheets and crosswords, but not stored online. Needs more connections to online materials.					
	Key Features: Key features include: Objectives, key words, review questions, and end of chapter activities to help monitor student progress and reinforce learning. Full color Illustrations, photos, charts, and tables to provide visual reinforcement. A complete chapter on aquaculture career opportunities. Reflection of latest production methods, species types, disease treatments, advances in technology, trends, and statistics. URLs of useful websites throughout the book and appendix. National Agricultural Education Standards integration throughout.					
	Aquaculture Science, ClassMaster	Parker	2012	9-12	9780840020892	

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	Aquaculture Science, Lab Manual with Instructor's Manual	Parker	2012	9-12	9781435488090	
	Aquaculture Science, Lab Manual with Instructor's Manual	Parker	2012	9-12	9781435488106	
Cengage	Modern Livestock and Poultry Production	Flanders	2016	9-12	9781133283508	Comprehensive AG 140
	Notes: Update of long time traditionally used text in Ag Ed. Follows standards, has content for every level, good correlation to National FFA CDE livestock judging. Website has standards, image gallery and supplemental documents. It contains updated production data & pictures, and SAE connections. The lab manual is good. The livestock evaluation contains basic content and the equine section is lacking.					Component AG 310
	Key Features: Designed for career and technical high school students who require competency in all phases and types of livestock production, the Ninth Edition of MODERN LIVESTOCK AND POULTRY PRODUCTION has been revised to include the most up-to-date, comprehensive information in the field. With coverage of basic animal science and livestock industry information as well as current issues in animal agriculture, this engaging text covers everything students need to know about livestock and poultry animals for classroom study and beyond. Through updated visual aids, real-world applications, and comprehensive study tools, the Ninth Edition provides students with a solid understand of the anatomy, physiology, nutrition, feeding, and reproduction of multiple livestock and poultry breeds. *NEW* STUDY AIDS. A List of Key Terms at the beginning of each chapter is designed to help instructors prepare the classroom "Word Wall" and allow students to create their own dictionary of new terms as they build their vocabulary and develop skills in livestock and poultry production. *NEW* CONCEPT INTEGRATION. New "Connections" feature integrates concepts in livestock and poultry production with other curricula and life applications to spark student interest and encourage students to think beyond the scope of the classroom. *NEW* VISUAL AIDS. Graphics, tables, statistical facts and figures, and example problems have been revised to reflect the most up-to-date information available. *NEW* REAL-WORLD RELEVANCE. The sheep and goat section has been heavily revised to reflect goat production as a major agricultural enterprise. Included is one of the most comprehensive and in-depth references available on Goat Judging. *NEW* EXPANDED LEARNING PACKAGE. A new Lab Manual contains additional activities and exercises that correspond with the text. MindTap offers a dynamic online course solution complete with activities and assignments, enhanced e-reader capabilities, and embedded lab exercises.					Supplemental Resource AG 530
	Modern Livestock and Poultry Production, Vital Source eBook	Flanders	2016	9-12	9781285345192	
	Modern Livestock and Poultry Production, IAC MINDTAP (1 YEAR)	Flanders	2016	9-12	9781305492158	
	Modern Livestock and Poultry Production, ePin GEN MindLink Mtap	Flanders	2016	9-12	9781305492172	
	Modern Livestock and Poultry Production, Student Edition + Mind Tap (1 year)	Flanders	2016	9-12	9781305468153	
	Modern Livestock and Poultry Production, Student Edition + MindTap (6 years)	Flanders	2016	9-12	9781305468146	
	Modern Livestock and Poultry Production, CourseMate + Vital Source (6 years)	Flanders	2016	9-12	9781305468160	
	Modern Livestock and Poultry Production, , Lab Manual	Flanders	2016	9-12	9781133283546	
Modern Livestock and Poultry Production, Instructor's Website	Flanders	2016	9-12	9781305641273		
Cengage	Programming Logic and Design, Comprehensive 8E	Farrell	2015	11-12	9781285776712	Comprehensive IT: Programming and Software Development I
	Notes: Covers the core programming concepts, contains very good computer terms, review questions, programming exercises and other related learning activities. The program does not have you write and run a program.					Web Design & Development
	Key Features: This fully revised eighth edition of Joyce Farrell's PROGRAMMING LOGIC AND DESIGN: COMPREHENSIVE prepares student programmers for success by teaching them the fundamental principles of developing structured program logic. Widely used in foundational Programming courses, this popular text takes a unique, language-independent approach to programming, with a distinctive emphasis on modern conventions. Noted for its clear, concise writing style, the book eliminates highly technical jargon while introducing universal programming concepts and encouraging a strong programming style and logical thinking. This edition's comprehensive approach prepares students for all programming situations with introductions to object-oriented concepts, UML diagrams, and databases. Quick Reference boxes, a feature new to this edition, provide concise explanations of important programming concepts. Each chapter now also contains a Maintenance Exercise, in which the student is presented with working logic that can be improved. In addition to each chapter's text-based Debugging Exercises, this edition now includes Flowchart Debugging Exercises as well. Use this proven book alone or with a language-specific companion text that emphasizes C++, Java, or Visual Basic to provide your students with a sound foundation for programming success.					
	Programming Logic and Design, Comprehensive 8E, IAC K12	Farrell	2015	11-12	9781305536432	

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	CourseMate W/MTR (eBook)						
	Programming Logic and Design, Comprehensive 8E, Instant Access Code Cognero	Farrell	2015	11-12	9781305104549		
	Programming Logic and Design, Comprehensive 8E, Instructor Companion Site	Farrell	2015	11-12	9781305113428		
Cengage	Web Design: Introductory 5E	Campbell	2015	9-12	9781285170626	Component Web Design & Development	
	Notes: Key concepts covered for web design today. This book has a real straight forward approach. Would suggest using this book with Principles of Web Design.						
	Key Features: WEB DESIGN: WEB DESIGN: INTRODUCTORY, 5th Edition teaches students how to balance target audience expectations, sound design principles, and technical considerations to create successful, device-independent websites. Written for an introductory course, the text offers a variety of engaging hands-on activities at the end of each chapter that test comprehension, build web research skills, develop design awareness, and promote critical thinking of current issues in technology. Written in a clear and engaging style, WEB DESIGN: INTRODUCTORY, 5th Edition builds a strong foundation in contemporary web design skills. The text has been fully updated to ensure current coverage of such key issues as user-driven connectivity and information-sharing through social media, cloud computing, web linking, and more. Coverage of responsive web design techniques shows students how to develop device- and platform-independent websites. End-of-chapter Trends exercises challenge students to apply new technology and web trends and puts these trends in the context of the evolution of web design. Real-world examples and up-to-date design tools illustrate the basic concepts and principles of good web design. Encourages students to apply web design concepts through multiple, hands-on Your Turn activities located throughout each chapter as additional reinforcement. Design Tips summarize the important web design concepts for all sections of the text. Marginal elements provide enrichment. Q&A boxes pose thought-provoking questions and answers and encourage students to research the latest web design concepts and techniques. Toolkit boxes point students to relevant, expanded content found in the Appendices. Promotes independent critical thinking as students research, analyze, and report on real-world web design issues through the @Issue, Hands On, and Team Approach end-of-chapter exercises. Provides a running case study of web design concepts put into practice as students plan and create their own websites.						
	Web Design: Introductory 5E, PAC Vital Source 1 year Mobile eBook	Campbell	2015	9-12	9781305405165		
	Web Design: Introductory 5E, Instant Access Code Cognero	Campbell	2015	9-12	9781305108271		
Web Design: Introductory 5E, Instructor Companion Site	Campbell	2015	9-12	9781285170657			
Cengage	Principles of Web Design 6E	Sklar	2015	9-12	9781285852645	Comprehensive Web Design & Development	
	Notes: Covers the Key concepts for web design. Good approach. Would suggest using this book in conjunction with Web Design: Introductory.						
	Key Features: WEB DESIGN: WEB DESIGN: INTRODUCTORY, 5th Edition teaches students how to balance target audience expectations, sound design principles, and technical considerations to create successful, device-independent websites. Written for an introductory course, the text offers a variety of engaging hands-on activities at the end of each chapter that test comprehension, build web research skills, develop design awareness, and promote critical thinking of current issues in technology. Written in a clear and engaging style, WEB DESIGN: INTRODUCTORY, 5th Edition builds a strong foundation in contemporary web design skills. The text has been fully updated to ensure current coverage of such key issues as user-driven connectivity and information-sharing through social media, cloud computing, web linking, and more. Coverage of responsive web design techniques shows students how to develop device- and platform-independent websites. End-of-chapter Trends exercises challenge students to apply new technology and web trends and puts these trends in the context of the evolution of web design. Real-world examples and up-to-date design tools illustrate the basic concepts and principles of good web design. Encourages students to apply web design concepts through multiple, hands-on Your Turn activities located throughout each chapter as additional reinforcement. Design Tips summarize the important web design concepts for all sections of the text. Marginal elements provide enrichment. Q&A boxes pose thought-provoking questions and answers and encourage students to research the latest web design concepts and techniques. Toolkit boxes point students to relevant, expanded content found in the Appendices. Promotes independent critical thinking as students research, analyze, and report on real-world web design issues through the @Issue, Hands On, and Team Approach end-of-chapter exercises. Provides a running case study of web design concepts put into practice as students plan and create their own websites.						
	Principles of Web Design 6E, PAC Vital Source 1 year Mobile eBook	Sklar	2015	9-12	9781305405196		

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	Principles of Web Design 6E, Instant Access Code Cognero	Sklar	2015	9-12	9781305108271	
	Principles of Web Design 6E, Instructor Companion Site	Sklar	2015	9-12	9781285852652	
Cengage	Adobe Dreamweaver Creative Cloud Revealed	Bishop	2015	11-12	9781305118713	Component Web Design & Development
	Notes: Full of information technology that will assist anyone who uses it. The book has vivid pictures that demonstrate the text and explain the web designs. Instructions take you from understanding the concept to creating it for replication on an actual web site. The information is user friendly as long as one has prior experience in web site design. A good tutorial for those who wish to learn to design websites. Very comprehensive.					
	Key Features: Discover all that Adobe® Dreamweaver® CC has to offer! Whether you're looking for a thorough introduction to Dreamweaver or a reliable reference for web design and development work, this proven resource is an ideal choice. ADOBE DREAMWEAVER CC REVEALED combines vibrant, full-color illustrations and clear, step-by-step tutorials to help readers master the industry-standard web development software. In addition to detailed information on the current Dreamweaver interface, features, and functionality, the text includes hands-on projects and real-world case studies to help readers hone their skills and appreciate their professional relevance. The text highlights features new to CC and explores cutting-edge web standards and design trends. The author, an experienced design professional and award-winning educator, also emphasizes fundamental web design principles, helping readers develop knowledge and skills that go beyond a specific software package and can serve them well throughout their careers. This comprehensive text covers all of the Adobe® Dreamweaver® CC tools. Throughout the text, tools and features new to CC 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. 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. Additional tools and content are available online to help users apply what they learn by developing web content, including a complete website. To complement detailed technical information and step-by-step tutorials, the author explores fundamental design principles, presents real-world case studies, and includes engaging hands-on projects to help readers develop knowledge and skills that can serve them well throughout their careers.					
	Adobe Dreamweaver Creative Cloud Revealed, PAC Vital Source 1 year Mobile eBook	Bishop	2015	11-12	9781305397453	
	Adobe Dreamweaver Creative Cloud Revealed, IAC CourseMate W/MTR	Bishop	2015	11-12	9781305536586	
	Adobe Dreamweaver Creative Cloud Revealed, Student Edition + CourseMate (1 year)	Bishop	2015	11-12	9781305469051	
	Adobe Dreamweaver Creative Cloud Revealed, Student Edition + CourseMate 6 year)	Bishop	2015	11-12	9781305469044	
	Adobe Dreamweaver Creative Cloud Revealed, Instant Access Code Cognero	Bishop	2015	11-12	9781305393554	
	Adobe Dreamweaver Creative Cloud Revealed, Instructor Companion Site	Bishop	2015	11-12	9781305261952	
Cengage	The Web Collection Revealed Creative Cloud	Bishop/Shuman /Vodnik	2015	11-12	9781305263628	Comprehensive Web Design & Development
	Notes: The software tutorials are detailed and the information is up to date. Step by step instruction is clear. The subject matter is well organized. At the end of the text it has a chapter informing students on how to integrate applications to create websites. There are illustrations and friendly content to assist in comprehending and learning. There is additional on line material for practice and skill improvement in creating one's own web site. It has end of chapter materials for practice in applying the skills learned in the unit.					
	Key Features: This invaluable, all-in-one guide provides a thorough introduction to web design and development with Adobe Dreamweaver® CC, Adobe Flash® CC, and—new to this edition—Adobe Edge® CC. In addition to detailed information on the current interface, features, and functionality of each program, the text includes step-by-step tutorials and hands-on projects help readers master industry-leading software while honing practical skills with real-world relevance. The text concludes with a chapter devoted to integration of all three applications to create a dynamic website incorporating Flash and Edge elements. In addition to accurate, up-to-date content, the text features full-color illustrations and an appealing, user-friendly presentation style to facilitate learning and make even complex material easier to master. Combining step-by-step, tutorial-driven software and a graphically rich, four-color text provides an appealing, easy-to-understand format that works well for all types of learners. Extensive online data files engage readers and give them the tools needed to develop a website from start to finish. Dreamweaver "Power User" shortcuts offer students suggestions for quick learning and efficient use of the software.					

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	Practice projects at the end of each chapter challenge students to apply their knowledge to actual Web sites, helping them build confidence and skills for today's technology-savvy workplace.					
	The Web Collection Revealed Creative Cloud, CourseMate Instant Access Code	Bishop/Shuman/Vodnik	2015	11-12	9781305667921	
	The Web Collection Revealed Creative Cloud, Instant Access Code Cognero	Bishop/Shuman/Vodnik	2015	11-12	9781305393578	
	The Web Collection Revealed Creative Cloud, Instructor Companion Site	Bishop/Shuman/Vodnik	2015	11-12	9781305269583	
Cengage	Adobe Illustrator Creative Cloud Revealed	Botello	2015	11-12	9781305262614	Component Web Design & Development Graphic Design Interactive Media
	Notes: The design is clean, with appropriate call out boxes. Instructions are clear and detailed. Assumptions are not made until later in the text. Excellent teacher and student resource files online for checking work, quizzes, and studying. Content builds on skills to review and practice as new skills are learned. Good lesson projects, but sometimes the ideas were not linear enough.					
	Key Features: ADOBE ILLUSTRATOR CREATIVE CLOUD REVEALED offers your students comprehensive coverage in all areas of Adobe® Illustrator®. Beginning with fundamental concepts and progressing to in-depth exploration of the software's full set of features, these step-by-step lessons offer your students a guided tour of all the program's great features – including an illustrated tutorial on “how to draw with the Pen tool” that they won't find in any other book. This new edition highlights extensive coverage of important and exciting new features, including dramatic improvements to Illustrator's built-in tracing utility and a major upgrade for creating patterns. Contains updated exercises and extensive coverage of Creative Cloud features. Includes four-color graphics that vividly illustrate key features and concepts. Written by an expert author with more than 20 years of graphic design experience and offers tips and techniques from the user's perspective. Includes online source files for all exercises in the book and gives your students visual step-by-step guidance when working through the application. Your students are encouraged to build a portfolio by completing the projects at the end of each chapter, many of which give them the opportunity to explore and express their unique creative talents. Offers tips and techniques from your student's perspective as user.					
	Adobe Illustrator Creative Cloud Revealed, Student Edition + CourseMate (1 year)	Botello	2015	11-12	9781305469174	
	Adobe Illustrator Creative Cloud Revealed, Student Edition + CourseMate 6 year)	Botello	2015	11-12	9781305469167	
	Adobe Illustrator Creative Cloud Revealed, Instructor Companion Site	Botello	2015	11-12	9781305262669	
Cengage	Adobe InDesign Creative Cloud Revealed	Botello	2015	11-12	9781305262492	
	Notes:					
	Key Features: Graphic design professionals and design students alike have embraced Adobe InDesign as the industry standard for page layout software—and they're mastering it with ADOBE INDESIGN CREATIVE CLOUD. A thorough, in-depth exploration of the latest release, this highly visual book covers all the fundamental concepts, starting with the workspace and proceeding logically and intuitively to more advanced topics. Chock full of new lessons covering new features, this edition retains its step-by-step tutorials and user-friendly design, resulting in a resource that is comprehensive, clear, and effective. Visually appealing with full-color graphics that illustrate key concepts and skills. Includes hands-on projects throughout the text that put software knowledge into a real-world design context. Online data files for all exercises in the book give your students visual step-by-step guidance when wrking through the application. Provides your students with clear instruction on how to work in InDesign using either Mac or PC platforms. Includes extensive coverage of Creative Cloud features.					
	Adobe InDesign Creative Cloud Revealed, Student Edition + CourseMate (1 year)	Botello	2015	11-12	9781305469112	
	Adobe InDesign Creative Cloud Revealed, Student Edition + CourseMate 6 year)	Botello	2015	11-12	9781305469105	
	Adobe InDesign Creative Cloud Revealed, Instructor Companion Site	Botello	2015	11-12	9781305262508	
Cengage	The Design Collection Revealed Creative Cloud	Botello/Reding	2015	11-12	9781305263611	Supplemental Resource Web Design & Development
	Notes: The book covers a lot. There are some nice ideas and project examples, but the general flow of concepts was difficult to follow. Example projects were not detailed, making it difficult for a new user.					
	Key Features: THE DESIGN COLLECTION REVEALED CREATIVE CLOUD provides comprehensive step-by-step instruction and in-depth explanation for three of today's most widely used design and layout programs: Adobe® InDesign® Creative Cloud, Adobe® Photoshop® Creative Cloud, and Adobe® Illustrator®					

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	<p>Creative Cloud. Your students will gain practical experience with the software as they work through end-of-chapter learning projects and step-by-step tutorials. An integration chapter demonstrates how to move from one application to the other. Full-color illustrations and a user-friendly design combine to create a robust learning experience that reveals how to master the latest features of Adobe's popular design suite. Contains visually appealing full-color graphics that illustrate key concepts and skills. Includes hands-on projects throughout that puts software knowledge into a real-world design context. Online data files for all exercises in the book will give your students visual step-by-step guidance as they work through the application. Includes coverage of the newest Creative Cloud features.</p>						
Cengage	<p>Adobe Photoshop Creative Cloud Revealed</p>	<p>Reding</p>	<p>2015</p>	<p>9-12</p>	<p>9781305260535</p>	<p>Supplemental Resource Digital Imaging Technology</p>	
	<p>Notes: The book covers a lot. Nice call out boxes. Good pictures. It has some nice ideas and project examples. Example projects were not detailed making it difficult to follow. Not linear. The web site offers student files, teacher resources, study and quizzes, and an ebook.</p>						
	<p>Key Features: Adobe Photoshop has long provided cutting edge technology for sophisticated digital editing, and ADOBE PHOTOSHOP CREATIVE CLOUD REVEALED provides a solid foundation for those looking to learn this industry-standard program. Real-world, practical examples and step-by-step instruction throughout offer well-rounded, comprehensive coverage of both artistic and technical features. With extensive four-color artwork and screenshots that support and clarify key concepts, ADOBE PHOTOSHOP CREATIVE CLOUD REVEALED is a valuable resource that will give readers the confidence they need to edit and enhance digital images with skill and ease. <input type="checkbox"/> Guides readers through the fundamentals of Photoshop Creative Cloud with extensive tutorials and sophisticated exercises. <input type="checkbox"/> Progresses from basic to advanced Photoshop techniques so that readers can build on the skills they acquire as they work their way through the book. <input type="checkbox"/> Emphasizes the how and why behind each Photoshop tool to help readers excel at design as well as master the software. <input type="checkbox"/> A bonus appendix of additional projects that readers can use to develop new techniques, as well as practice skills they've learned in the book.</p>						
	<p>Adobe Photoshop Creative Cloud Revealed, IAC CourseMate W/MTR</p>	<p>Reding</p>	<p>2015</p>	<p>9-12</p>	<p>9781305536593</p>		
	<p>Adobe Photoshop Creative Cloud Revealed, Student Edition + CourseMate 1year)</p>	<p>Reding</p>	<p>2015</p>	<p>9-12</p>	<p>9781305469082</p>		
	<p>Adobe Photoshop Creative Cloud Revealed, Student Edition + CourseMate 6 year)</p>	<p>Reding</p>	<p>2015</p>	<p>9-12</p>	<p>9781305469075</p>		
	<p>Adobe Photoshop Creative Cloud Revealed, Instant Access Code Cognero</p>	<p>Reding</p>	<p>2015</p>	<p>9-12</p>	<p>9781305393516</p>		
<p>Adobe Photoshop Creative Cloud Revealed, Instructor Companion Site</p>	<p>Reding</p>	<p>2015</p>	<p>9-12</p>	<p>9781305261594</p>			
Cengage	<p>Personal Financial Literacy</p>	<p>Ryan</p>	<p>2012</p>	<p>9-12</p>	<p>9780840058294</p>	<p>Comprehensive Personal Finance</p>	
	<p>Notes: A solid option. The materials use references and timelines that feature events from various parts of the world and a variety of time periods and cultures. The materials include activities, support, and development of leadership skills. Areas that are not covered: global economy, impact of labor activities, and environmental quality issues.</p>						
	<p>Key Features: Learn how to plan and manage your personal finances, achieve a financially successful life, and take responsibility as a citizen. PERSONAL FINANCIAL LITERACY, Second Edition, is aligned with the Jump\$tart Coalition's National Standards for Personal Financial Literacy. The personal focus of this course makes it relevant and meaningful to all; in particular, to those just starting down the path to personal financial independence. * All features include a question or activity for application of topic. * Exploring Careers link contents more closely to the sixteen career clusters. * Net Bookmark is a short feature that provides chapter-related activities to be completed using online research. * Take Action is a feature that provides an opportunity to synthesize the concepts by participating in an ongoing project throughout the text.</p>						
	<p>Personal Financial Literacy, Student Edition + CourseMate 1year)</p>	<p>Ryan</p>	<p>2012</p>	<p>9-12</p>	<p>9781305467644</p>		
<p>Personal Financial Literacy, Student Edition + CourseMate 6 year)</p>	<p>Ryan</p>	<p>2012</p>	<p>9-12</p>	<p>9781305467637</p>			

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	Personal Financial Literacy, Annotated Instructor's Edition	Ryan	2012	9-12	9780840058645	
	Personal Financial Literacy, Instructor's Resource CD-ROM	Ryan	2012	9-12	9780840058706	
	Personal Financial Literacy, ExamView	Ryan	2012	9-12	9781111425708	
	Personal Financial Literacy, Workbook	Ryan	2012	9-12	9780840058652	
Cengage	Managing Your Personal Finances	Ryan	2016	9-12	9781305076815	Comprehensive Personal and Family Finance
	Notes: The text meets the standards of an entry level financial course. The student activity guide provides additional activities for accessing understanding of each chapter. The materials include activities, support, and development of leadership skills.					
	Key Features: While focusing on the student's role as citizen, student, family member, consumer, and active participant in the business world, MANAGING YOUR PERSONAL FINANCES 7E informs students of their various financial responsibilities. This comprehensive text provides opportunities for self-awareness, expression, and satisfaction in a highly technical and competitive society. Students discover new ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit, and gain insight into the different ways of investing money. Written specifically for high school students, special sections in each chapter hold student interest by focusing on current trends and issues consumers face in the marketplace. Updated Content: Information about social media, health care, online banking, and identity theft is updated and current. A profile of a real person at the end of each unit describes how he or she has applied the skills presented in this text to his or her own life. National Standards: Aligned with the Jump\$tart Coalition for Personal Financial Literacy's National Standards as well as National Business Education Association standards for Personal Finance. Real-World Connections: An abundance of real-life examples makes the information more relevant and interesting for students					
	Managing Your Personal Finances, Vital Source (1 year access Mobile eBook)	Ryan	2016	9-12	9781305387331	
	Managing Your Personal Finances, Student Edition + MindTap (1 year access code)	Ryan	2016	9-12	9781305467552	
	Managing Your Personal Finances, Student Edition + MindTap (6 year access code)	Ryan	2016	9-12	9781305467545	
	Managing Your Personal Finances, MindTap _ Vital Source (6 year access)	Ryan	2016	9-12	9781305467569	
	Managing Your Personal Finances, Annotated Instructor's Edition	Ryan	2016	9-12	9781305107847	
	Managing Your Personal Finances, Instructor's Resource CD-ROM	Ryan	2016	9-12	9781305387409	
	Managing Your Personal Finances, Student Activity Guide	Ryan	2016	9-12	9781305081352	
Cengage	Economics and Personal Finance	Tucker/Ryan	2013	9-12	9781133562108	Comprehensive Personal Finance
	Notes: Course material is very strong in economics with a reflection of personal finance. Instructor materials include teaching tools, lesson plans, PPT and learning activities. The text provides opportunities for group studies. There are numerous graphs and charts to illustrate unit concepts. Vocabulary in both English and Spanish. Lack of critical thinking opportunities.					Supplemental Resource Economics 9-12
	Key Features: As the one-semester, senior high school economics course evolves to include personal finance concepts, South-Western's ECONOMICS AND PERSONAL FINANCE is the ideal text to introduce students to the basic concepts of land, labor, and capital. Each Learning Objective has a section that starts with a main head and ends with a Checkpoint. Checkpoint question focus on the key concept in the objective. Answers to the Checkpoint questions are in the Wraparound Teacher's Edition. All exercises are labeled with the learning objectives. The Lesson opener contains Learning Objectives (number LO 1-1, etc.) and Vocabulary (with page numbers). The lesson begins with a Real-World focus. Lessons Assessment includes of the following types of questions: Key Concepts, Think About It, Make Academic Connections, and Teamwork. Exercises are labeled with learning objective numbers. Free Enterprise in Action discusses the creation and establishment of successful, thriving, and enduring businesses such as UPS. You're the Entrepreneur asks students to think critically about a described business/economics scenario. Make Academic Connections relates economics and personal finance concepts to other courses of study such as mathematics, social studies, and language arts. <input type="checkbox"/> Every unit has a project, Investigate Your Local Economy, that allows students to apply concepts in their local environment					
	Economics and Personal Finance, Vital Source (1 year Mobile eBook)	Tucker/Ryan	2013	9-12	9781285722764	

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	Economics and Personal Finance, Instructor's Resource Kit	Tucker/Ryan	2013	9-12	9781133950479	
	Economics and Personal Finance, Instructor's Resource CD-ROM	Tucker/Ryan	2013	9-12	9781133593423	
	Economics and Personal Finance, ExamView	Tucker/Ryan	2013	9-12	9781133593416	
	Economics and Personal Finance, Chapter Unit Test	Tucker/Ryan	2013	9-12	9781285060903	
	Economics and Personal Finance, Student Workbook	Tucker/Ryan	2013	9-12	9781133947608	
Cengage	Nursing Assistant : A Nursing Process Approach	Acello/Hegner	2016	9-12	9781133132387	Comprehensive Nursing Assistant course 9-12
	Notes: Clearly written with excellent background material and information on most topics. Standardized chapter formats including objectives and extensive vocabulary lists. Chapter Alert sections cover various topics. "Difficult situations" address various care related problems. These lend themselves to problem solving and critical thinking. Geared to meet the employment needs of employers and CAN employees in a large variety of work settings. Not all NHCFSAC skills included.					Supplemental Resource Health Professions CNA program 1 yr or less
	Key Features: The favorite in nursing assistant education, NURSING ASSISTING: A NURSING PROCESS APPROACH, 11E prepares more nursing assistants for meaningful careers in acute care, long-term care, and home health than any other book of its kind! The step-by-step format walks readers through more than 150 procedures, including key skills in patient handling and transfers, wound care, communication, safety, and record keeping, as well as special care procedures for patients with medical devices, catheters, and physical or mental impairments. Easy-to-understand chapters also explore essential background information, such as basic human anatomy, career planning, and the latest health care trends. Updated throughout, this edition has numerous carefully chosen new full color photos and illustrations to bring the content to life. The comprehensive supplement package includes a traditional print workbook as well as Cengage Learning's innovative digital solution MindTap for a complete online learning experience. Respected, trusted, and designed for every learner NURSING ASSISTING: A NURSING PROCESS APPROACH, 11E is the perfect solution for your nursing assisting program.					
	Nursing Assistant : A Nursing Process Approach, Instant Access Code MindTap (1 year)	Acello/Hegner	2016	9-12	9781305536449	
	Nursing Assistant : A Nursing Process Approach, Vital Source Mobile eBook (1 year)	Acello/Hegner	2016	9-12	9781305577930	
	Nursing Assistant : A Nursing Process Approach, Student Edition _ MindTap (6 year access)	Acello/Hegner	2016	9-12	9781305468597	
	Nursing Assistant : A Nursing Process Approach, Instructor's Web Site	Acello/Hegner	2016	9-12	9781305504172	
	Nursing Assistant : A Nursing Process Approach, Workbook	Acello/Hegner	2016	9-12	9781133132400	
Cengage	Sports Medicine Essentials : Core Concepts in Athletic Training & Fitness Instruction (with Premium Web Site Printed Access Card)	Clover	2016	9-12	9781133281245	Comprehensive Sports Medicine/ Athletic Training
	Notes: This text covers the majority of the Idaho performance standards. The online version was easy to use. The browser version was not as convenient. There could be more electronic support for the text. Was not able to access MindTrap. Well done procedural steps for specific skills, good tables and graphics, well organized, precise language. Physical assessment of injuries is too specific for secondary students. Depth of injuries is missing- too simplistic. It doesn't include reasoning for procedures or provide evidence based explanations or support materials. Instructor will need to supplement this text.					
	Key Features: Correlating with NATA Standards, SPORTS MEDICINE ESSENTIALS: CORE CONCEPTS IN ATHLETIC TRAINING & FITNESS INSTRUCTION, 3rd Edition introduces essential skills in Sports Medicine, along with its growing number of career choices. Key topics address fitness assessment, conditioning, emergency preparedness, injury management, therapeutic modalities, nutrition, ethical and legal considerations, and much more. Students will explore careers in fitness instruction, athletic training, exercise physiology, sports management, and even physical therapy, while practicing important, job-related skills. More than a text, this unique hands-on learning tool asks students to perform essential skills, such as taping injuries, researching sports medicine supplies and their costs, and even forming a mock safety committee to mitigate injury risks to athletes. SPORTS MEDICINE ESSENTIALS: CORE CONCEPTS IN ATHLETIC TRAINING & FITNESS INSTRUCTION, 3rd Edition gives students VIP access to the fast-paced world of Sports Medicine in both print and interactive eBook formats. Incorporates anatomy and physiology in lessons, establishing a strong foundation for next-level training and studies. Key information relating to the National Athletic Trainers Association certifications helps students identify must-know topics for testing. Complements a wide variety of learning styles with text and eBook formats, colorful artwork and photos, hands-on enrichment activities, a supplemental workbook, and much more. Detailed look at the many career possibilities emerging in the sports medicine field, including academic					

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	requirements and professional certifications needed. In addition to photos and illustrations, the book includes step-by-step instruction on taping athlete injuries, vital signs assessments, conditioning exercises, and other critical trainer skills.					
	Sports Medicine Essentials : Core Concepts in Athletic Training & Fitness Instruction (with Premium Web Site Printed Access Card), MindTap (2 terms, 12 months access)	Clover	2016	9-12	9781305646568	
	Sports Medicine Essentials : Core Concepts in Athletic Training & Fitness Instruction (with Premium Web Site Printed Access Card), Vital Source 1 year Mobile eBook	Clover	2016	9-12	9781285344645	
	Sports Medicine Essentials : Core Concepts in Athletic Training & Fitness Instruction (with Premium Web Site Printed Access Card), Instructor' Companion Website	Clover	2016	9-12	9781305586109	
	Sports Medicine Essentials : Core Concepts in Athletic Training & Fitness Instruction (with Premium Web Site Printed Access Card), Student Workbook	Clover	2016	9-12	9781133281252	
Cengage	Residential Construction Academy : Carpentry	Vogt	2016	9-12	9781305086180	Comprehensive Building Construction/ Carpentry
	Notes: This text has the basic layout of four major sections of building construction: Tools & Materials, Rough Carpentry, Exterior Building, and Interior Finishing. Step by step procedure, with the addition of new technology is presented in each section. Safety and tools and materials used in the construction industry are included. Good photos and diagrams on procedures used in framing. Detailed layout for math problems. Support materials for student use are included. Procedure sheets are included for students to test their own knowledge after each section. Welding, curbs, gutters, and knots are not covered.					
	Key Features: Developed in partnership with the National Association of Home Builders (NAHB) and its Home Builders Institute (HBI), this book offers a visual, step-by-step approach to learning how to build a home, while guiding students through the development of essential workplace skills. RESIDENTIAL CONSTRUCTION ACADEMY: CARPENTRY, 4E is constructed within a modular design, with current and concise information crafted logically to facilitate learning. From start to finish, the book systematically steps students through the construction industry, and the carpentry techniques, code requirements, and best practices associated with constructing a residential building, including coverage of tools and materials, rough carpentry, exterior and interior finishes and more. BASED ON NATIONAL SKILL STANDARDS. The book is based on skill standards developed by construction professionals and educators through the workforce development arm of the National Association of Home Builders (NAHB), the Home Builders Institute (HBI), thereby providing clear guidelines and expectations for individuals entering the workforce. "KNOW YOUR CODES" FEATURES ENCOURAGE MASTERY OF LOCAL AND REGIONAL BUILDING CODES. These learning features prompt readers to research building codes that will impact each job, providing excellent practice for this critical on-the-job skill. REMAINS CURRENT WITH GREEN BUILDING TECHNIQUES. Green Tips and Green Checklists highlight advice and current topics related to "green" construction methods. A STRONG EMPHASIS ON SAFETY. Readers learn from insightful tips and precautions that are integrated throughout the book to help them develop careful practices. "FROM EXPERIENCE" FEATURES OFFER PRACTICAL ADVICE FROM AN EXPERT CARPENTER. Integrated throughout the book, these tricks of the trade simplify complex techniques to help improve successful completion of procedures.					
	Residential Construction Academy : Carpentry, CourseMate + Vital Source (6 years)	Vogt	2016	9-12	9781305468672	
	Residential Construction Academy : Carpentry, Student Edition + CourseMate (1 year)	Vogt	2016	9-12	9781305468665	
	Residential Construction Academy : Carpentry, Student Edition + CourseMate (6 year)	Vogt	2016	9-12	9781305468658	
	Residential Construction Academy : Carpentry, Instructor's Guide	Vogt	2016	9-12	9781305086197	
	Residential Construction Academy : Carpentry, Instructor's Resource CD-ROM	Vogt	2016	9-12	9781305086203	
	Residential Construction Academy : Carpentry, Workbook	Vogt	2016	9-12	9781305086210	
	Residential Construction Academy : Carpentry, DVD Set (1-4)	Vogt	2016	9-12	9781305086227	

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	Residential Construction Academy : Carpentry, DVD Set (5-8)	Vogt	2016	9-12	9781305086234	
Cengage	Auto Body Repair Technology	Duffy	2016	9-12	9781133702856	Comprehensive
	Notes: This course works for all phases of body repair from start to finish. This book can be used for training or as a resource manual. Includes math and problem solving skills. Great symbols and graphics, highlighting of vocabulary words, and ASE questions. Great Safety and new tech on water base and hybrid vehicles.					Collision Repair
	Key Features: AUTO BODY REPAIR TECHNOLOGY, Sixth Edition, features extensive new and updated material reflecting the latest automotive technology and current industry best practices. In addition to incorporating the current NATEF Collision Repair and Refinish Program Standards and Task Lists, this market-leading text provides detailed information on working with hybrid and electric vehicles, using environmentally friendly water-based paints, and other cutting-edge methods and materials. Celebrated for its clear, reader-friendly explanations and detailed, accurate information, this proven text also includes abundant full-color photos and illustrations to make even complex concepts easier to understand and apply. Available supplements include a tech manual with shop assignments and job sheets, as well as interactive online resources ideal for today's courses and learners. Providing comprehensive coverage of collision repair—from initial evaluation and estimating, to structural and mechanical repairs, to repainting and refinishing—this trusted text helps readers quickly and confidently learn the skills and procedures they need to succeed as professional automotive technicians. Vibrant, full-color photos and illustrations throughout the text help bring key concepts to life and illustrate important repair, repainting, and refinishing techniques in vivid detail, making even complex concepts easier for students to understand and apply. The author devotes particular attention to information on software and hardware used in many modern collision repair shops, preparing students to use the tools and processes they will encounter as working professionals when accessing service information and specifications. Known for its comprehensive coverage and detailed, accurate information, the text complements material on traditional collision repair topics with useful information on mechanical components, wheel alignment, and restraint system operation. In addition to helping students develop the knowledge and skills they need to master their trade, the text features information on ASE certification and entrepreneurship to prepare students for lasting, successful careers as professional automotive technicians. Resources available to complement the text include a tech manual with hands-on shop assignments and job sheets, as well as a variety of interactive resources to enhance teaching and learning, including lecture slides, an electronic test bank with hundreds of questions, and a library of full-color digital images.					
	Auto Body Repair Technology, Vital Source (1 year Mobile eBook)	Duffy	2016	9-12	9781285733593	
	Auto Body Repair Technology, MindTap (4 terms, 24 months Instant Access)	Duffy	2016	9-12	9781305411258	
	Auto Body Repair Technology, Instructor's Resource CD-ROM	Duffy	2016	9-12	9781285436449	
Auto Body Repair Technology, Tech Manual	Duffy	2016	9-12	9781133702863		
Cengage	Automotive Service: Inspection, Maintenance, Repair	Gilles	2016	9-12	9781305110595	Comprehensive
	Notes: Meets or exceeds the standards in all areas, easy to read format, covers all learning levels from basic to complex ideas. Excellent illustrations. Information is technical and accurate. Pages are attractive. Contains up to date information and the latest technology.					Automotive Technology
	Key Features: Featuring three new chapters on Hybrid and Electric vehicles, this fully updated 5th edition of AUTOMOTIVE SERVICE: INSPECTION, MAINTENANCE, REPAIR helps students develop the knowledge and skills they need to be successful in a range of automotive careers. Known for its clear explanations and high quality art, this best-selling text covers all eight major course areas of automotive technology, from an introduction to shop management to theories of vehicle systems operations with step-by-step procedures for trouble shooting and repair. Technically reviewed by instructors and industry experts and reflecting the latest NATEF Automobile Program Standards, this edition is ideal for students enrolled in NATEF-accredited programs. Full-color photos and illustrations make key concepts come alive for the visual learner. Case Histories provide interesting and relevant real-world scenarios to promote student interest. An emphasis on critical thinking helps students develop automotive diagnostic ability. Safety Notes and Cautions underscore the importance of safety procedures in the shop to avoid bodily injury and/or equipment damage					
	Automotive Service: Inspection, Maintenance, Repair , MindTap + Vital Source (6 year access)	Gilles	2016	9-12	9781305468047	
	Automotive Service: Inspection, Maintenance, Repair , Student Edition + MindTap (1 year access)	Gilles	2016	9-12	9781305468030	
Automotive Service: Inspection, Maintenance, Repair , Student Edition + MindTap (6 year	Gilles	2016	9-12	9781305468023		

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	access)					
	Automotive Service: Inspection, Maintenance, Repair , Vital Source (1 year Mobile eBook)	Gilles	2016	9-12	9781305261891	
	Automotive Service: Inspection, Maintenance, Repair , IAC MindTap	Gilles	2016	9-12	9781305536364	
	Automotive Service: Inspection, Maintenance, Repair , Instructor Resource CD-ROM	Gilles	2016	9-12	9781305261839	
	Automotive Service: Inspection, Maintenance, Repair , Companion Website	Gilles	2016	9-12	9781305261846	
	Automotive Service: Inspection, Maintenance, Repair , Lab Manual	Gilles	2016	9-12	9781305261822	
Cengage	Automotive Technology: A Systems Approach	Erjavec/ Thompson	2015	9-12	9781133612315	Comprehensive Automotive Technology
	Notes: Meets or exceeds the standards. Text has a wide range of subject coverage from basic to complex, contains review questions at the end of each chapter, and has shop tips and notes throughout the text. Great illustrations to highlight ideas and concepts. Good photo sequences show how to perform various tasks. Notes point to specific repair details and instruction. There are review questions at the end of each chapter. The text addresses newer technology and future technology. Some areas need better descriptions. Difficult for lower level students.					
	Key Features: AUTOMOTIVE TECHNOLOGY: A SYSTEMS APPROACH - the leading authority on automotive theory, service, and repair - has been thoroughly updated to provide accurate, current information on the latest technology, industry trends, and state-of-the-art tools and techniques. This comprehensive text covers the full range of basic topics outlined by ASE, including engine repair, automatic transmissions, manual transmissions and transaxles, suspension and steering, brakes, electricity and electronics, heating and air conditioning, and engine performance. Now updated to reflect the latest NATEF MAST standards, as well as cutting-edge hybrid and electric engines, this trusted text is an essential resource for aspiring and active technicians who want to succeed in the dynamic, rapidly evolving field of automotive service and repair. An early chapter on automotive systems covers the basic NATEF tasks that apply to all systems, providing a wide-ranging overview of essential concepts that today's automotive technicians need to master for professional certification and career success. Extensive questions conclude each chapter to reinforce key concepts, enable students to assess their understanding, and help them prepare effectively for ASE certification. The text provides a uniquely thorough, detailed guide to essential automotive topics, including all of the basic areas outlined by ASE, such as engine repair, automatic transmissions, manual transmissions and transaxles, suspension and steering, brakes, electricity and electronics, heating and air conditioning, and engine performance. An extensive suite of instructor resources is available to reinforce teaching and learning, including chapter presentations in PowerPoint with videos and animations, electronic test banks, NATEF task correlations, an Image Library of all chapter figures, and more.					
	Automotive Technology: A Systems Approach, MindTap + Vital Source (6 year access)	Erjavec/ Thompson	2015	9-12	9781305468344	
	Automotive Technology: A Systems Approach, Student Edition + MindTap (1 year access)	Erjavec/ Thompson	2015	9-12	9781305468337	
	Automotive Technology: A Systems Approach, Student Edition + MindTap (6 year access)	Erjavec/ Thompson	2015	9-12	9781305468320	
	Automotive Technology: A Systems Approach, IAC MindTap	Erjavec/ Thompson	2015	9-12	9781305536418	
	Automotive Technology: A Systems Approach, Instructor Resource CD-ROM	Erjavec/ Thompson	2015	9-12	9781285444840	
	Automotive Technology: A Systems Approach, Instructor Companion Website	Erjavec/ Thompson	2015	9-12	9781133612650	
Automotive Technology: A Systems Approach, Tech Manual	Erjavec/ Thompson	2015	9-12	9781133933731		
Cengage	Enhanced Discovering Computers & Microsoft Office 2013: A Combined Fundamental Approach	Vermaat	2016	9-12	9781305409033	Comprehensive Business Computer Applications I
	Notes: Presents content in a practical application. Materials are organized in a progressive manner building on prior skills. Project based work and objective based test bank. Additional resources are available. Microsoft has done away with clipart, so there are times when instructions don't work. Chapter projects are lengthy and do not file the expected file names up front for saving.					Component Business Computer Applications II, III

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	<p>Key Features: Combining computer concepts material from the best-selling Discovering Computers and step-by-step instruction on Office applications from Microsoft Office 2013, ENHANCED DISCOVERING COMPUTERS & MICROSOFT OFFICE 2013: A COMBINED FUNDAMENTAL APPROACH delivers the best of Shelly Cashman in one book for your Introduction to Computers course. For the past three decades, the Shelly Cashman Series has effectively introduced computer skills to millions of students. We're continuing our history of innovation by enhancing our proven pedagogy to engage students in more critical thought, personalization, and experimentation with Office 2013 software. In addition, computer concepts content has been fully updated and revised to reflect the evolving needs of Introductory Computing students, and focus solely on what they really need to know to be successful digital citizens in college and beyond. With these enhancements and more, the Shelly Cashman Series continues to deliver the most effective educational materials for you and your students. *NEW* New Windows 9 Tutorials. *NEW* Updated Working in the Cloud Appendix. *NEW* New Integrated Applications Projects Appendix. *NEW* New SAM Projects Appendix with instructor-authored projects. *NEW* New grading in SAM for the chapter projects.</p>					
	Enhanced Discovering Computers & Microsoft Office 2013: A Combined Fundamental Approach, EPIN SAM with MindTap Reader	Vermaat	2016	9-12	9781305693999	
	Enhanced Discovering Computers & Microsoft Office 2013: A Combined Fundamental Approach, Instructor Companion Site	Vermaat	2016	9-12	9781305492332	
Cengage	Enhanced Computer Concepts and Microsoft Office 2013 Illustrated	Parsons/Oja/ Beskeen/Cram/ Duffy	2016	9-12	9781305409019	Comprehensive Computer Applications
	Notes: Excellent step by step process with visual support in the text. Material is divided into chunks and helps give students a sense of accomplishment and progress. Wide variety of Independent Challenges. Very text driven and may cause challenges for emerging readers. Few online resources.					
	Key Features: Present the computer concepts and Microsoft® Office 2013 skills perfect for your Introduction to Computing course with the latest ENHANCED COMPUTER CONCEPTS AND MICROSOFT® OFFICE 2013 ILLUSTRATED. This all-in-one book makes the computer concepts and skills your students need to know easily accessible. Key application skills are clearly demonstrated using the user-friendly two-page spread found in the popular Microsoft® Office 2013 Illustrated Introductory, First Course. Today's most up-to-date technology developments and concepts are clarified using the distinctive step-by-step approach from the Computer Concepts Illustrated Brief book. This edition highlights updated Office 365 content with Integrated Applications Projects, a Student Success Guide, and SAM Projects for important hands-on practice.					
	Enhanced Computer Concepts and Microsoft Office 2013 Illustrated, EPIN SAM with MindTap Reader	Parsons/Oja/ Beskeen/Cram/ Duffy	2016	9-12	9781305694002	
	Enhanced Computer Concepts and Microsoft Office 2013 Illustrated, Instructor Companion Site	Parsons/Oja/ Beskeen/Cram/ Duffy	2016	9-12	9781305491779	
Cengage	Discovering Computers ©2016	Vermaat/Sebok/ Freund/ Campbell/ Frydenberg	2016	9-12	9781305391857	Component Computer Technology I Supplemental Resource Computer Applications
	Notes: In depth resources for understanding computers in a computer applications class. Very up to date content. Problem Solving allows students to seek solutions to everyday tech problems. Many opportunities for critical thinking and writing. Does not meet enough standards to be considered a comprehensive text.					
	Key Features: Teach students how to maximize the use of mobile devices, make the most of the latest online tools for collaboration and communications, and fully utilize today's Internet capabilities with the latest edition of the comprehensive DISCOVERING COMPUTERS. Introductory computing students clearly see how technology skills can assist in gaining employment or advancing their careers. DISCOVERING COMPUTERS ©2016 highlights the most recent developments in computer tools and technology with an emphasis on actionable content, a proven learning structure, and variety of practice and reinforcement opportunities to reinforce key skills. Each chapter begins with a self-assessment that enables learners to target their study and learn more in less time. To keep content as current as possible, the authors offer additional coverage of contemporary technology developments online that build upon this edition's discussions. Other leading teaching, study and testing resources save you time in class preparation. DISCOVERING COMPUTERS not only offers content students need to succeed, but also presents it in a way that ensures understanding and success.					
	Discovering Computers ©2016, Vital Source Mobile eBook	Vermaat/Sebok/ Freund/ Campbell/ Frydenberg	2016	9-12	9781305586055	

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	Discovering Computers ©2016, Instructor Companion Site	Vermaat/Sebok/ Freund/ Campbell/ Frydenberg	2016	9-12	9781305392519	
Cengage	Century 21™ Digital Information Management, Lessons 1-145	Hoggatt/Shank/Smith	2015	9	9781111571405	Comprehensive Business Computer Applications I
	Notes: Includes micro type for keyboard instructions as well as a strong series of real life uses for computer applications. Wrap around instructor version provides good guidance for teachers. Text provides ample opportunities for students to meet the literacy standards through Academic and Career Connections at the end of each chapter. An integrated approach to various software allows students to simulate a real office experience with authentic tasks. Lacks content on various input methods other than keyboarding, such as voice recognition, handwriting recognition or optical character.					Component Intro. to Business Resource- Business courses
	Key Features: Provide your students with the best in computer applications education from the proven leader--now stronger than ever! This new text, CENTURY 21 DIGITAL INFORMATION MANAGEMENT helps students prepare for a lifetime of computer success with innovative solutions updated to reflect today's business challenges. Students tap into the latest technology, learn to master computer applications using Microsoft Office, and increase communication skills with relevant activities throughout. Trust the leader who has taught more than 85 million people to type--bringing 100 years of publishing experience and a century of innovations together in a complete line of computer training solutions. *NEW* This is a new text that focuses on intermediate computer skills with skill building practice for keyboarding for a year-long course. The emphasis is on critical thinking to solve problems that students will have in the classroom, at home, and in the workplace. *NEW* Assessment activities help place students at the right skill level. *NEW* New MicroType 6 with CheckPro with skill building, timed writings, document checking, video references, and more! *NEW* New end of unit projects for Academic and Career for Language Arts and Math; Career Clusters; Winning Edge; and School and Community to emphasize critical thinking. *NEW* New features for 21st Century Learning Skills and Digital Citizenship discuss topical themes throughout.					
	Century 21™ Digital Information Management, Lessons 1-145, Vital Source	Hoggatt/Shank/Smith	2015	9	9781285700939	
	Century 21™ Digital Information Management, Lessons 1-145, Adoption Box	Hoggatt/Shank/Smith	2015	9	9781133108900	
	Century 21™ Digital Information Management, Lessons 1-145, MicroType 6 with CheckPro Network Site License DVD	Hoggatt/Shank/Smith	2015	9	9781285088198	
Sports and Entertainment Marketing	Kaser/Oelkers	2016	9-12	9781133602446	Comprehensive Marketing	
Notes:Text ties to sports world and real world activities. Follows DECA events standards. Virtual business supplement included so students can continue marketing in a real world setting. Includes real world marketing project, case study, and social media marketing. Teacher and student friendly.					Supplemental Resource Virtual Business Sports and Entertainment Marketing	
Key Features: SPORTS AND ENTERTAINMENT MARKETING, 4E incorporates feedback from instructors across the country. It includes expanded coverage, updated content, and exciting new features. The popular sports and entertainment topics continue to be the foundation for teaching marketing concepts. Each marketing function is incorporated throughout the text and is highlighted with an icon to indicate how it is used in the marketing process. *NEW* The fourth edition will include: *NEW* Social Media Marketing (feature) addresses current trends in social media as it relates to promotion and advertising. *NEW* Math in Marketing (feature) includes an application activity with critical-thinking questions, requiring students to estimate, calculate, and perform other math functions. *NEW* Communication Connection (feature) provides an opportunity for students to enhance their written communication skills by completing a brief writing application with a marketing spin.						
Sports and Entertainment Marketing, Vital Source Mobile eBook	Kaser/Oelkers	2016	9-12	9781305400047		
Sports and Entertainment Marketing, Instant Access Code MindTap	Kaser/Oelkers	2016	9-12	9781305662209		
Sports and Entertainment Marketing, Annotated Instructor's Edition	Kaser/Oelkers	2016	9-12	9781133953234		
Marketing, 4e	Burrow/ Fowler	2016	9-12	9781133962489		Comprehensive Marketing
Notes: Thoroughly covers marketing strategies. Follows DECA standards, covers retail to food marketing. Helps students create a marketing plan. Visual activities reinforce marketing terms. Includes cross curricular skills activities between business and marketing. Links content standards between English/math and marketing. Includes marketing careers and global marketing.					Supplemental Resource Virtual Business Marketing	
Key Features: MARKETING 4E presents marketing as a set of skills and knowledge combined with economics, finance,						

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	<p>and career planning to create strategic plans. Students learn the foundations and functions needed to successfully market goods, services, and ideas to consumers. Professional development, customer service, and social media are presented as keys to students' success. Emphasis on careers includes the incorporation of Career Clusters. While students study business, economics, selling, human relations, communications, logistics, promotion, product planning, and pricing, they also see marketing as a career choice.</p> <p>*NEW* This edition moves teachers and students to the digital solution MindTap.</p> <p>*NEW* This edition incorporates the course competencies for the upcoming state adoptions as well as those defined by NBEA's National Standards for Business Education, National Marketing Education Core Competencies, TEKS, and Career Cluster Standards for Marketing.</p> <p>*NEW* A brand new chapter on social media helps students understand the impact of this powerful channel of communication for effective marketing.</p>					
Cengage	Century 21 Accounting : General Journal, 10e	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840064981	Comprehensive Accounting
	<p>Notes: Many opportunities for teachers to use data based inquiry methods, procure writing samples from students in real world applications, and provide students with various resources. Students also have the opportunity to use a variety of means to complete their assignments including quickbooks, excel, aplia online, and peachtree in addition to the traditional worksheet method. Updated business entities and new ethical issues are good.</p>					
	<p>Key Features: CENTURY 21 ACCOUNTING 10E maintains its renowned instructional design and step-by-step approach to teaching the mechanics of accounting. Greater emphasis on conceptual understanding and financial statement analysis in the tenth edition encourages students to apply accounting concepts to real-world situations and make informed business decisions. New features like Forensic Accounting, Think Like an Accountant, Financial Literacy, and Why Accounting? are a few examples of the expanded opportunities for students to master valued skills, such as critical thinking and technology use, as defined by the Partnership for 21st Century Skills.</p> <p>*NEW* Greater emphasis on conceptual understanding and financial statement analysis has been incorporated into the 10th edition, making it easier to balance coverage of accounting mechanics with how accounting information is used to make business decisions.</p> <p>*NEW* New companies featured throughout this edition capture students' interest in fascinating chapter openers and effective examples. Businesses such as TOMs Shoes, iTunes, American Eagle, McDonald's, and Google connect chapter topics to what's driving business decisions and organizations.</p> <p>*NEW* A Look at Accounting Software shows windows and screen grabs from a fictional accounting software program. The objective is to help students understand that what they have just learned to do manually can be done using real-world accounting software.</p> <p>*NEW* Analysis of Nike's Financial Statements throughout this edition allows students to closely examine business performance in all aspects of operations using financial statements from a familiar business. The market's first Online Working Papers, powered by Aplia, have been enhanced. Featuring automatic grading for instructors and immediate feedback for students, CENTURY 21 ACCOUNTING Online Working Papers mirror the print working papers and tests including online journals, ledgers, worksheets, financial statements, and other forms students use to complete their textbook problems and tests. As students complete the assignments, you receive a complete assessment of their work and comprehension levels, while their grades are instantly entered into your online grade book.</p> <p>*NEW* MindTap is a personalized teaching experience with relevant assignments that guide students to analyze, apply, and improve thinking, allowing you to measure skills and outcomes with ease. This platform includes and embedded, interactive ebook as well as Aplia Online Working Papers. It's an all-in-one Accounting solution!</p>					
	Century 21 Accounting : General Journal, 10e, Vital Source Mobile eBook	Gilbertson/ Lehman/ Gentene	2014	9-12	9781285179933	
	Century 21 Accounting : General Journal, 10e, Student Edition + MindTap (1 year)	Gilbertson/ Lehman/ Gentene	2014	9-12	9781305517059	
	Century 21 Accounting : General Journal, 10e, Student Edition + Online Aplia Online Working Papers (1 year)	Gilbertson/ Lehman/ Gentene	2014	9-12	9781305517042	
	Century 21 Accounting : General Journal, 10e, MindTap Instant Access (1 year)	Gilbertson/ Lehman/ Gentene	2014	9-12	9781285513706	

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	Century 21 Accounting : General Journal, 10e, Wraparound Teachers Edition	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065438	
	Century 21 Accounting : General Journal, 10e, Working Papers Package	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840068125	
	Century 21 Accounting : General Journal, 10e, Recycling Papers	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065421	
	Century 21 Accounting : General Journal, 10e, Red Carpet Events Manual Simulation	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840068224	
	Century 21 Accounting : General Journal, 10e, Red Carpet Events Automated Simulation with Automated Accounting Online	Gilbertson/ Lehman/ Gentene	2014	9-12	9781111579432	
	Century 21 Accounting : General Journal, 10e, Aplia Online Working Papers 1-24	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840068095	
	Century 21 Accounting : General Journal, 10e, Recycling Problems Working Papers	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065445	
	Century 21 Accounting : General Journal, 10e, Chapter and Part Tests, Student Edition	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065452	
	Century 21 Accounting : General Journal, 10e, Chapter and Part Tests, Teacher Edition	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065469	
	Century 21 Accounting : General Journal, 10e, Working Papers 1-17	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065490	
	Century 21 Accounting : General Journal, 10e, Working Papers 18-24	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065506	
	Century 21 Accounting : General Journal, 10e, Red Carpet Events Manual Simulation Key	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840068231	
	Century 21 Accounting : General Journal, 10e, Instructor's Resource Kit	Gilbertson/ Lehman/ Gentene	2014	9-12	9781133958550	
	Century 21 Accounting : General Journal, 10e, Instructor's Resource CD-ROM	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065513	
	Century 21 Accounting : General Journal, 10e, ExamView	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840065544	
Cengage	Century 21 Accounting : Multicolumn Journal, 10e,	Gilbertson/ Lehman/ Gentene	2014	9-12	9780840064653	Comprehensive Accounting I
	Notes: Real world situations help students to see the relevance of accounting practices and encourage higher level thinking. This course supplies opportunities to apply business ethics to situations and learning the pros and cons to those decisions. The visuals are beneficial for visual learners to grasp concepts throughout the book. This program has a wide array of resources to help supplement, reinforce, and master the accounting concepts for a merchandising business. It covers accounting for proprietorships, partnerships, and corporations. It has activities available for excel, peachtree, Sage 50, quickbooks and automated accounting online. Glossary in English and Spanish. Commission or piece rate income not covered in this book. Students don't have opportunity to prepare any source of documents except checks.					
	Key Features: CENTURY 21 ACCOUNTING 10E maintains its renowned instructional design and step-by-step approach to teaching the mechanics of accounting. Greater emphasis on conceptual understanding and financial statement analysis in the tenth edition encourages students to apply accounting concepts to real-world situations and make informed business decisions. New features like Forensic Accounting, Think Like an Accountant, Financial Literacy, and Why Accounting? are a few examples of the expanded opportunities for students to master valued skills, such as critical thinking and technology use, as defined by the Partnership for 21st Century Skills. *NEW* Greater emphasis on conceptual understanding and financial statement analysis has been incorporated into the 10th edition, making it easier to balance coverage of accounting mechanics with how accounting information is used to make business decisions. *NEW* New companies featured throughout this edition capture students' interest in fascinating chapter openers and effective examples. Businesses such as TOMs Shoes, iTunes, American Eagle, McDonald's, and Google connect chapter topics to what's driving business decisions and organizations. *NEW* A Look at Accounting Software shows windows and screen grabs from a fictional accounting software program. The objective is to help students understand that what they have just learned to do manually can be done using real-world accounting software. *NEW* Analysis of Nike's Financial Statements throughout this edition allows students to closely examine business performance in all aspects of operations using financial statements from a familiar business. The market's first Online Working Papers, powered by Aplia, have been enhanced. Featuring automatic					

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	<p>grading for instructors and immediate feedback for students, CENTURY 21 ACCOUNTING Online Working Papers mirror the print working papers and tests including online journals, ledgers, worksheets, financial statements, and other forms students use to complete their textbook problems and tests. As students complete the assignments, you receive a complete assessment of their work and comprehension levels, while their grades are instantly entered into your online grade book. *NEW* MindTap is a personalized teaching experience with relevant assignments that guide students to analyze, apply, and improve thinking, allowing you to measure skills and outcomes with ease. This platform includes and embedded, interactive ebook as well as Aplia Online Working Papers. It's an all-in-one Accounting solution!</p>					
	Century 21 Accounting : Multicolumn Journal, 10e, Vital Source Mobile eBook	Gilbertson/Lehman/Gentene	2014	9-12	9781285180083	
	Century 21 Accounting : Multicolumn Journal, 10e, Student Edition + MindTap (1 year)	Gilbertson/Lehman/Gentene	2014	9-12	9781305517080	
	Century 21 Accounting : Multicolumn Journal, 10e, Student Edition + Aplia Online Working Papers (1 year)	Gilbertson/Lehman/Gentene	2014	9-12	9781305517073	
	Century 21 Accounting : Multicolumn Journal, 10e, MindTap Instant Access (1 year)	Gilbertson/Lehman/Gentene	2014	9-12	9781285513690	
	Century 21 Accounting : Multicolumn Journal, 10e, Student Edition + Online Aplia Working Papers (1-24)	Gilbertson/Lehman/Gentene	2014	9-12	9781285418964	
	Century 21 Accounting : Multicolumn Journal, 10e, Wraparound Teachers Edition	Gilbertson/Lehman/Gentene	2014	9-12	9781111578596	
	Century 21 Accounting : Multicolumn Journal, 10e, Working Papers Package	Gilbertson/Lehman/Gentene	2014	9-12	9781111579487	
	Century 21 Accounting : Multicolumn Journal, 10e, Red Carpet Events Manual Simulation	Gilbertson/Lehman/Gentene	2014	9-12	9781111579401	
	Century 21 Accounting : Multicolumn Journal, 10e, Red Carpet Automated Simulation with Automated Accounting Online	Gilbertson/Lehman/Gentene	2014	9-12	9781111579432	
	Century 21 Accounting : Multicolumn Journal, 10e, Working Papers Recycling	Gilbertson/Lehman/Gentene	2014	9-12	9781111578855	
	Century 21 Accounting : Multicolumn Journal, 10e, Teacher Edition Working Papers	Gilbertson/Lehman/Gentene	2014	9-12	9781111578862	
	Century 21 Accounting : Multicolumn Journal, 10e, Printed Tests	Gilbertson/Lehman/Gentene	2014	9-12	9781111579135	
	Century 21 Accounting : Multicolumn Journal, 10e, Teacher Edition Tests	Gilbertson/Lehman/Gentene	2014	9-12	9781111578848	
	Century 21 Accounting : Multicolumn Journal, 10e, Working Papers, 1-17	Gilbertson/Lehman/Gentene	2014	9-12	9781111578824	
	Century 21 Accounting : Multicolumn Journal, 10e, Working Papers, 18-24	Gilbertson/Lehman/Gentene	2014	9-12	9781111578831	
	Century 21 Accounting : Multicolumn Journal, 10e, Red Carpet Events Manual Simulation Key	Gilbertson/Lehman/Gentene	2014	9-12	9781111579425	
	Century 21 Accounting : Multicolumn Journal, 10e, Instructor's Resource CD-ROM	Gilbertson/Lehman/Gentene	2014	9-12	9781111579708	
	Century 21 Accounting : Multicolumn Journal, 10e, Instructor's Resource Kit	Gilbertson/Lehman/Gentene	2014	9-12	9781133958574	
	Century 21 Accounting : Multicolumn Journal, 10e, ExamView	Gilbertson/Lehman/Gentene	2014	9-12	9781133963240	
Cengage	Century 21 Accounting : Advanced 10th edition	Gilbertson/Lehman/Passalacqua	2015	9-12	9781111990640	Comprehnsive Accounting II
	Notes: Audit questions reflect the main ideas, teacher guided practice to check for understanding, mastery and/or challenge problems, simulations to reinforce learning. Text starts with reviewing concepts					

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from first year accounting. It covers departmentalization, corporations, management, international control, partnerships, and not for profit organizations. Business ethics are presented throughout the book using real life situations with questions to give students the opportunity to make ethical decisions. Offers activities for excel, Sage 50, and quickbooks. It has automated accounting online at the end of each chapter. Glossary is in English and Spanish. It gives information on several different accounting jobs throughout the book. Piece rate income is not included in the text. Students do not have the opportunity to prepare source documents.

Key Features:

CENTURY 21 ACCOUNTING 10E maintains its renowned instructional design and step-by-step approach to teaching the mechanics of accounting. Greater emphasis on conceptual understanding and financial statement analysis in the tenth edition encourages students to apply accounting concepts to real-world situations and make informed business decisions. New features like Forensic Accounting, Think Like an Accountant, Financial Literacy, and Why Accounting? are a few examples of the expanded opportunities for students to master valued skills, such as critical thinking and technology use, as defined by the Partnership for 21st Century Skills.

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NEW MindTap is a personalized teaching experience with relevant assignments that guide students to analyze, apply, and improve thinking, allowing you to measure skills and outcomes with ease. This platform includes an embedded, interactive ebook as well as Aplia Online Working Papers. It's an all-in-one Accounting solution!

Century 21 Accounting : Advanced 10th edition, Vital Source Mobile eBook (1 year)	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781285423203
Century 21 Accounting : Advanced 10th edition, Wraparound Teacher's Edition	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133103660
Century 21 Accounting : Advanced 10th edition, Instructor's Resource Kit	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133958512
Century 21 Accounting : Advanced 10th edition, Cengage Learning, Testing IAC	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781285979663
Century 21 Accounting : Advanced 10th edition, Recycling Working Papers	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781111990930
Century 21 Accounting : Advanced 10th edition, Print Working Papers, Chapters 1-24	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781285073286
Century 21 Accounting : Advanced 10th edition, Aplia Online Working Papers Printed Access Card	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781285847573
Century 21 Accounting : Advanced 10th edition, Organic Aisles Manual Simulation	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133588276
Century 21 Accounting : Advanced 10th edition, Organic Aisles Automated Simulation with Automated Accounting Online	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133588290
Century 21 Accounting : Advanced 10th edition, Recycling Working Papers, Teacher Edition	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781111990947
Century 21 Accounting : Advanced 10th edition, Chapter and Part Tests	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133103677
Century 21 Accounting : Advanced 10th edition, Chapter and Part Tests, Teacher's Edition	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781111990923
Century 21 Accounting : Advanced 10th edition, Instructor's Resource CD-ROM	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781285073293

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	Century 21 Accounting : Advanced 10th edition, Working Papers, 1-10	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133958536	
	Century 21 Accounting : Advanced 10th edition, Working Papers 11-24	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133958529	
	Century 21 Accounting : Advanced 10th edition, Organic Aisles Manual Simulation Key	Gilbertson/ Lehman/ Passalacqua	2015	9-12	9781133588283	
Cengage	Entrepreneurship : Ideas in Action (with CD-ROM)	Greene	2012	9-12	9780538496896	Comprehensive Entrepreneurship
	Notes: Good coverage of topic. This opens students' eyes that entrepreneurship can be a career choice. Helps students create a business plan project, ties BPA into curriculum, Planning a Career ties 16 career clusters, project based activities apply various learning styles. More higher order thinking questions are needed.					
	Key Features: Students today realize becoming a business owner is a career option. ENTREPRENEURSHIP: IDEAS IN ACTION 5E provides students with the knowledge needed to realistically evaluate their potential as a business owner. This text encourages students to examine all the major steps involved in starting a new business: Ownership, Strategy, Finance, and Marketing. As students complete the chapters, they develop a business plan and learn what it takes to get an entrepreneurial venture off to a good start. Market research, budgeting, selecting a business location, and financing the business are covered using real-life examples that students can relate to. Information on online research, including online business planning, is also included. * CourseMate premium Website is now available for instructors who want to be able to monitor student access and time on task. It's great for instructors who also want a way to identify students at risk. CourseMate includes: Interactive teaching and learning tools: quizzing, videos, flashcards, and more; Integrated eBook; and Engagement Tracker. * More hands-on, project based activities keep students active in the learning process and help them retain chapter content. * Abundant real-life examples help students connect to content covered in each chapter. * The framework for 21st Century Learning is incorporated to help prepare students for the real world. * More project-based activities in chapter assessment provide a wealth of applications for students with various learning styles. * Additional coverage on franchising, leadership, international business, and pricing strategies connect students to the business world and keep them up-to-date. * Content includes: Developing a harvest plan; Supply chain & product management; Internal accounting controls; and Return on assets, equity, and debt ratios.					
	Entrepreneurship : Ideas in Action (with CD-ROM), CourseMate + Vital Source (6 years)	Greene	2012	9-12	9781305468078	
	Entrepreneurship : Ideas in Action (with CD-ROM), Student Edition + CourseMate (1 year)	Greene	2012	9-12	9781305468061	
	Entrepreneurship : Ideas in Action (with CD-ROM), Student Edition + CourseMate (6 years)	Greene	2012	9-12	9781305468054	
	Entrepreneurship : Ideas in Action (with CD-ROM), Annotated Instructor's Edition	Greene	2012	9-12	9780840065247	
	Entrepreneurship : Ideas in Action (with CD-ROM), Workbook	Greene	2012	9-12	9780840064868	
	Entrepreneurship : Ideas in Action (with CD-ROM), Instructor's Resource CD-ROM	Greene	2012	9-12	9780840065933	
	Entrepreneurship : Ideas in Action (with CD-ROM), ExamView	Greene	2012	9-12	9780840065292	
Cengage	Law for Business and Personal Use	Adamson/ Morrison	2012	9-12	9780538496902	Comprehensive Business Law
	Notes: Internet and laws has been added. Many ways teachers can tie writing into each chapter, Presents ways to use technology/internet to research different legal topics. Provides academic connections at the end of each chapter. Ties 16 career clusters into the text. Great discussion opportunities for Sports & Entertainment, and Entrepreneur and the Law. Reinforces real world cases. Mock Trial preps, Ethical questions in every chapter.					
	Key Features: Explore the foundations of business law as well as the application of legal concepts to everyday life. LAW FOR BUSINESS AND PERSONAL USE, 19E, combines strong content and interactive technology with consistent, proven instruction to maintain student interest and support active learning. Coverage includes contracts, criminal law, environmental law, family law, and consumer protection. With more than 1,000 cases, LAW FOR BUSINESS AND PERSONAL USE, 19E, offers plenty of opportunities for case analysis and research. * New lesson on environmental law covers current issues involving the environment and corporate legal responsibility. * Coverage of parental rights in the family law chapter provides even more information for application of law to personal use.					

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	<p>* New coverage of current topics such as green economy, energy legislation, and social networking provides an up-to-date perspective on the influence of law in students' lives. * New features Develop Your Interpersonal Skills and Develop Your Leadership Skills cover soft and transferrable skills important in the 21st-century workplace. * New topics that address the College Level Examination Program (CLEP) help students pass this important exam. * Sports and Entertainment Law feature provides current, engaging real-world cases to reinforce chapter concepts. * Features such as Hot Debate, What's Your Verdict?, and A Question of Ethics asks students to consider real-world examples of legal topics.</p>					
Law for Business and Personal Use (with CD-ROM), CourseMate + Vital Source (6 years)	Adamson/Morrison	2012	9-12	9781305467774		
Law for Business and Personal Use (with CD-ROM), Student Edition + CourseMate (1 year)	Adamson/Morrison	2012	9-12	9781305467767		
Law for Business and Personal Use (with CD-ROM), Student Edition + CourseMate (6 years)	Adamson/Morrison	2012	9-12	9781305467750		
Law for Business and Personal Use (with CD-ROM), Instructor Wraparound Edition	Adamson/Morrison	2012	9-12	9780840068347		
Law for Business and Personal Use (with CD-ROM), Instructor Resource Kit	Adamson/Morrison	2012	9-12	9780840068934		
Law for Business and Personal Use (with CD-ROM), Instructor's Resource CD-ROM	Adamson/Morrison	2012	9-12	9780840068378		
Law for Business and Personal Use (with CD-ROM), ExamView	Adamson/Morrison	2012	9-12	9780840068361		
Cengage	Business Management	Burrow/Kleindl	2013	9-12	9781111571726	Comprehensive Business Management
<p>Notes: Covers all areas to make a complete unit, covers standards, it covers a large area that ties business management together. Makes academic connections at the end of each chapter, ties BPA into curriculum, gives ideas for alternate assessment, includes checkpoints in the chapter, includes facts and figures in each chapter and a leader project which could tie into the core standards.</p>						
<p>Key Features: BUSINESS MANAGEMENT 13E, formerly Business Principles and Management, is designed for more advanced high school business courses, going beyond the intro to business class. With the focus shifted to business management, this text approaches business operations from the entrepreneurial and management perspective. Finance, marketing, and human resources are some of the topics explored. This text combines concepts with a strong lesson-based instructional design, weaving in research opportunities, creative methods of assessment, interesting real-world features, mathematical calculations, case studies and academic connections. A new introductory chapter has been added that provides an overview of management, discusses the history of management, and compares management approaches and philosophies. An additional new chapter focuses on data analysis and decision-making, demonstrating the importance of math, statistics, and quantitative decision-making. *NEW* A new introductory chapter has been added that provides an overview of management, discusses the history of management, and compares management approaches and philosophies. *NEW* An additional new chapter focuses on data analysis and decision-making, demonstrating the importance of math, statistics, and quantitative decision-making. *NEW* New technologies including social media are addressed within the lessons making the information more relevant and interesting for students. *NEW* COURSEMATE, for the instructor who wants to be able to monitor student access and time on task, is a great way to identify students at risk. This new supplement includes interactive teaching and learning tools, quizzing, videos, flashcards, and more. *NEW* 21ST CENTURY SKILLS content has been added throughout the text, incorporating the framework for 21st Century Learning, helping students learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. *NEW* MATH concepts and applications have been added to emphasize the importance of math in business today. *NEW* A SPANISH GLOSSARY has been added.</p>						
Business Management, CourseMate + Vital Source (6 years)	Burrow/Kleindl	2013	9-12	9781305467538		
Business Management, Student Edition + CourseMate (1 year)	Burrow/Kleindl	2013	9-12	9781305467521		
Business Management, Student Edition + CourseMate (6 years)	Burrow/Kleindl	2013	9-12	9781305467514		
Business Management, Instructor Edition	Burrow/Kleindl	2013	9-12	9781133110019		
Business Management, Activity and Study Guide	Burrow/Kleindl	2013	9-12	9781111573034		
Business Management, Instructor Resource CD-ROM	Burrow/Kleindl	2013	9-12	9781133188506		
Business Management, ExamView	Burrow/Kleindl	2013	9-12	9781111573065		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
CEV Multimedia, Ltd.	iCEV Agricultural Science	CEV Multimedia, Ltd.	2015	9-12		Comprehensive	
	Notes: A very comprehensive program with online resources. Narration in video may be difficult for students to understand and follow.						
	Key Features: Multimedia-based, online curriculum Featuring Common Core correlations, state-aligned pacing guides and custom playlists Up-to-date, relevant video segments, slide series and other resources Quality, accurate content featuring industry experts Engaging lessons can be viewed on most devices, i.e. PC, Mac, iPad, tablets, etc. Student licenses promote self-paced learning Curriculum provides time-saving lesson plans, thought-provoking student activities, realworld projects and pre-made assessments Career exploration and guidance highlighted in each lesson						
	iCEV Agricultural Science Site Teacher License	CEV Multimedia, Ltd.	2015	9-12	9781603331395		
	iCEV Agricultural Science Site Student License	CEV Multimedia, Ltd.	2015	9-12	9781603337243		

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
CompuScholar	TeenCoder: Windows Programming	CompuScholar, Inc.	2014	9 to 12	9780988707009	Supplemental Resource for Programming Course	
	Notes: Online lessons provide step by step instruction. Teacher version discussion points could be easily transferred into reflective writing points which would better align with the core literacy standards. Student portfolio, teacher resources, and grading are included. The course addresses different learning styles. Lacking digital citizenship standards. Organization is sufficient, but everything is dated. Graphics are out of date which distracts from the content.						
	Key Features: This "Programming & Software Development I" course teaches introductory computer science and programming concepts using the Microsoft C# language. Students will learn to write their own programs from the ground up, with no prior programming experience. All course material is delivered through an online learning management system with integrated lesson text, instructional videos, and auto-scored quizzes and tests. Both novice and experienced Computer Science teachers will enjoy the system's electronic grade book, project file management, free professional development, and other teacher-centric features.						
CompuScholar	TeenCoder: Java Programming (Abridged)	CompuScholar, Inc.	2014	9 -12	9780988707047	Component for Programming Course	
	Notes: Videos and text support multiple learning styles. Asks students to download an older version of Eclipse so student screen does not match compuscholar screen. Meets standards for Demonstrate Knowledge of Programming and Info. System Careers, but does not meet standards for Knowledge of Computer Law.						
	Key Features: This "Programming & Software Development I" course teaches introductory computer science and programming concepts using the Java language. Students will learn to write their own programs from the ground up, with no prior programming experience. All course material is delivered through an online learning management system with integrated lesson text, instructional videos, and auto-scored quizzes and tests. Both novice and experienced Computer Science teachers will enjoy the system's electronic grade book, project file management, free professional development, and other teacher-centric features.						
CompuScholar	TeenCoder: Java Programming (CS)	CompuScholar, Inc.	2014	9 - 12	9780988707023	Comprehensive Programming & Software Development II AP Computer Science	
	Notes: The program has video and projects to break up the dry nature of programming language. A variety of methods are used for student learning. The subject is well covered. Skills are built on throughout the course. Very linear, easy to understand. Individual and collaborative projects. Grading, teacher resources and technical support is included. The graphics need to be updated.						
	Key Features: This "Programming & Software Development II" course teaches introductory and advanced computer science and programming concepts using the Java language. Students will learn to write their own programs from the ground up, with no prior programming experience (Programming & Software Development I is not a pre-requisite). All course material is delivered through an online learning management system with integrated lesson text, instructional videos, and auto-scored quizzes and tests. Both novice and experienced Computer Science teachers will enjoy the system's electronic grade book, project file management, free professional development, and other teacher-centric features.						
CompuScholar	TeenCoder: Java Programming (AP)	CompuScholar, Inc.	2014	10- 12	9780988707023	Comprehensive Programming & Software Development II AP Computer Science	
	Notes: See notes for Java Programming above.						
	Key Features: This "AP Computer Science A" course teaches introductory and advanced computer science and programming concepts using the Java language. Students will learn to write their own programs from the						

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	ground up, with no prior programming experience. The course covers all topics required on the College Board's AP Computer Science A exam. All course material is delivered through an online learning management system with integrated lesson text, instructional videos, and auto-scored quizzes and tests. Both novice and experienced Computer Science teachers will enjoy the system's electronic grade book, project file management, free professional development, and other teacher-centric features.					
CompuScholar	KidCoder: Web Design	CompuScholar, Inc.	2014	9 -12	9780988707030	Comprehensive
	Notes: Website is full of information technology that is student friendly and will assist anyone who uses it. By following the tutorials, one should be able to create great web designs. It is narrated and easy to follow. The graphics that accompany the instruction are animated and on the elementary side. The main character is somewhat stereotypical. Graphics need to be updated.					Web Design
	Key Features: This "Web Design and Development" course teaches introductory web design concepts using the HTML, CSS, and JavaScript languages. Students will learn to create their own web pages from the ground up, with no prior programming experience. All course material is delivered through an online learning management system with integrated lesson text, instructional videos, and auto-scored quizzes and tests. Both novice and experienced Computer Science teachers will enjoy the system's electronic grade book, project file management, free professional development, and other teacher-centric features.					
EMC Publishing, LLC	Passport to Career Success Participant Workbook	Cross and Lanaghen	2015	9-10	9781593579715	Comprehensive
	Notes: Meets content and literacy standards. Lessons are not in depth. The workbook includes 8 lesson topics which are key areas of job skills. Easy to maneuver.					
	Key Features: The <i>Passport to Career Success</i> program includes eight compelling workshops to help students learn and master the important skills required to become successfully employed while they are in school and to find work in their field when they graduate. The Facilitator's Guide is designed to conduct meaningful workshops and includes PowerPoint presentations, a step-by-step guide with talking points, and course evaluations. Workshop Topics: Social Media: Get Noticed and Get Hired Time Management: Budget Your Time and Get More Done Professionalism: Unlock Your Potential with Soft Skills Teamwork: Master the Art of Collaboration Resume: Be Your Own Publicist Job Search: Focus, Find, and Get the Job Interviews: Present Your Best Self Internships: Make Your Experience Count					
	Passport to Career Success Participant eWorkbook	Cross and Lanaghen	2015	9-12	9781593579715	
	Passport to Career Success Package (includes 20 Participant Workbooks and Facilitator's Guide)	Cross and Lanaghen	2015	9-12	9781593579715	
	Passport to Career Success Participant Facilitator's Guide	Cross and Lanaghen	2015	9-12	9781593579715	
	Passport to Career Success Participant Facilitator's Guide eBook	Cross and Lanaghen	2015	9-12	9781593579715	
EMC Publishing, LLC	Young Person's Guide to Getting and Keeping a Good Job Student Workbook	Pavlicko, Coleman, and Thomas	2013	9-12	9781593579326	Comprehensive Life & Career Exploration
	Notes: A good concise workbook which could stand on its own to teach job skills. Teaches students how to find and keep jobs. Multiple standards within this book. Gives great step by step instructions for students to follow, and assignments for students to practice. Includes characteristics of job skills, human relations skills, critical thinking questions, and the job application process. Teaches limited vocabulary. Needs more activity scenarios to teach decision making process.					
	Key Features: This workbook will help students document their experiences, develop essential skills, and increase their comfort levels and confidence when looking for a part-time job, an internship, summer work or full time employment. Discussing the experiences of real students in the job search, <i>Young Person's Guide to Getting and Keeping a Good Job</i> increases students' interests in these essential topics: Identifying skills Writing a resume Contacting employers Completing applications Excelling in job interviews Effective workplace communication skills					
	Young Person's Guide to Getting and Keeping a Good Job Instructor's Resources CD-ROM	Pavlicko, Coleman, and Thomas	2013	9-12	9781593579333	
EMC Publishing, LLC	O*Net Career Interests Inventory (Pkg 25)	N/A	2012	9-12	9781593579128	Supplemental Resource Life & Career
	Notes: This inventory is a tool to research career options that interest the students the most.					

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	<p>Key Features: This self-scoring inventory helps students match their interests to O*Net job titles. In 30 minutes test takers respond to 180 work activity statements, uncover their top RIASEC interest areas, and review an extensive list of related O*Net occupations categorized by required preparation as determined by the U.S. Department of Labor's five "job zones". In-depth suggestions for further research help students explore career options. A job information worksheet gives guidance for evaluating occupations.</p>					Exploration
	O*Net Career Interests Inventory (Pkg 25)	N/A	2012	9-12	9781593579128	
EMC Publishing, LLC	Soft Skills Solutions: Stepping Stones to Success! Goals and Attitudes	Cross and Lanaghan	2015	9-12	9781593579555	Supplemental Resource Life & Career Exploration
	Notes: This booklet is easy to read and focuses on "soft skills".					
	<p>Key Features: This self-assessment booklet offers job seekers practice exercises to achieve their career goals. It provides helpful information, tips & hints, and the resources to build a professional image for job retention. This booklet teaches readers how to achieve the following: Assess goal-setting skills Set goals to achieve career success Influence team members with a positive attitude Get noticed by maintaining a positive attitude</p>					
	Soft Skills Solutions: Stepping Stones to Success! Goals and Attitudes (Pkg 10)	Cross and Lanaghan	2015	9-12	9781593579630	
EMC Publishing, LLC	Career Exploration Inventory: A Guide for Exploring Work, Leisure, and Learning (Pkg 25)	Liptak	2015	9-12	9781593579807	Supplemental Resource Life & Career Exploration
	Career Exploration Inventory: A Guide for Exploring Work, Leisure, and Learning (Pkg 25)	Liptak	2015	9-12	9781593579807	

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Goodheart-Willcox Publisher	Principles of Floral Design Bundle - Text + Online Student Center, 6yr. Classroom Subscription	Scace, DelPrince	2015	9-12	978-1-61960-893-1	Comprehensive AG 335, AG 337
	Notes: Good use of terminology, good supplemental materials. Very well laid out.					
	<p>Key Features: <i>Principles of Floral Design: An Illustrated Guide</i> provides an introduction to the hands-on skills and theory required for career success in addition to the artistic aspect of floral arrangement. This heavily illustrated text acquaints future floral designers with design principles and elements along with the floriculture industry and its careers. It presents the various types of products used in floral design, before progressing into common floral applications and events. This text is also appropriate for students enrolling in the course for fine arts elective credit.</p>					
	Principles of Floral Design - Workbook				978-1-61960-895-5	
Goodheart-Willcox Publisher	Marketing Dynamics Bundle - Text + Online Text, 6yr. Classroom Subscription	Clark, Basteri, Gassen, Walker	2014	9-12	978-1-61960-350-9	Comprehensive Marketing
	Notes: Provides core activities, DECA activities, including a workbook with supplemental activities. It gives ideas to build a marketing plan.					
	<p>Key Features: <i>Marketing Dynamics</i> provides a well-rounded introduction to the four Ps—product, price, place, and promotion. Other essential topics, such as marketing research and target market identification, are also covered. College and career readiness activities covering writing, speaking, and listening are incorporated. Related activities provide students an opportunity to create a personal portfolio for use when exploring volunteer, education and training, or career opportunities. Career Ready Practices are also included.</p>					
	Marketing Dynamics - Instructor's Edition WRAPAROUND				978-1-61960-347-9	
	Marketing Dynamics - Workbook				978-1-61960-348-6	
Goodheart-Willcox Publisher	Working with Young Children Bundle - Text + Online Student Center, 6yr. Classroom Subscription	Herr	2016	9-12	978-1-63126-030-8	Comprehensive Early Childhood Professions Supplemental Resource Human Services
	Notes: Chapters are not long, reading is relatively uncluttered. The information is thorough and highly detailed, including graphs, photos, boxes, etc. There are links to core activities. The text includes a glossary of vocabulary terms, "Feature Contents", and "Core Skills. It also has two appendices. One is for information on the NAEYC , and a second detailing developmental traits.					
	<p>Key Features: <i>Working with Young Children</i> introduces students to the field of early childhood education. The text begins by helping students better understand young children and then progresses into developing guidance</p>					

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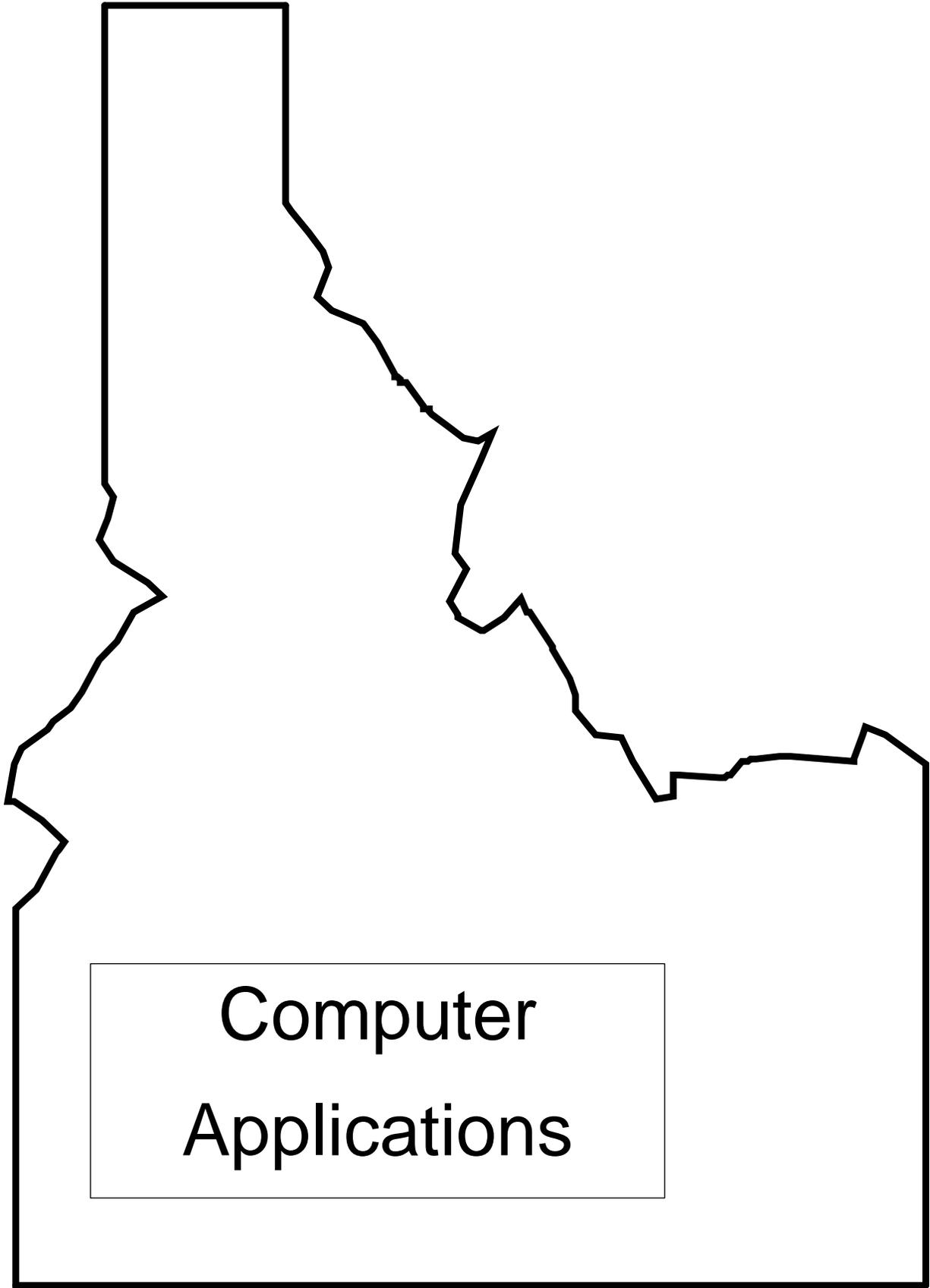
	skills. Child development principles are applied to child care settings. Students also learn how to handle specific concerns related to infants, toddlers, school-age children, and children with special needs.				978-1-63126-031-5	
	Working with Young Children - Instructor's Edition WRAPAROUND					
	Working with Young Children - Workbook					978-1-63126-025-4
	Working with Young Children - The Observation Guide					978-1-63126-026-1
Goodheart-Willcox Publisher	Lifespan Development Bundle - Text + Online Text, 6yr. Classroom Subscription	Kato	2014	9-12	978-1-61960-235-9	Supplemental Resource Human Services
	Notes: The chapters are well organized, clear and concise. The chapters are well written and easy to follow. Chapters can be taught as whole concepts or broken into smaller parts. Vocabulary and learning objectives are clearly stated at the beginning of each chapter. There is a glossary of vocabulary words and terms, and an index at the end. The book also features a list of the special sections dispersed throughout the book- Case Study, Cultural Connections, Health Connections, and Safety Connections. The sections provide excellent opportunities for students to relate previous knowledge and make connections to other materials. The book tracks development by age group, rather than by type. For example, the physical, cognitive and social-emotional development are all together.					
	Key Features: <i>Lifespan Development</i> is designed to help your students understand human growth and development across the lifespan. The contents of this text show that even though not all people are alike, they do go through similar stages of development. Young children learn to walk, talk, spell, jump, and tell jokes. Teens learn to become more independent. Adults take on more responsibilities for themselves and others. Throughout the lifespan, people continue to develop and change physically, cognitively, socially, and emotionally. The text also includes strategies that promote lifespan health and wellness.					
	Lifespan Development - Workbook					978-1-61960-236-6
Goodheart-Willcox Publisher	Essential Health Bundle - Text + Online Text, 6yr. Classroom Subscription	Sanderson, Zelman, Lynch, Munsell	2015	9-12	978-1-61960-965-5	Comprehensive Family Health and Wellness
	Notes: The core standards are covered and the course covers the full health span. There is a teacher text along with study quizzes after each chapter/unit. Assessments are excellent. There are vocabulary building activities throughout the book. Math concepts are included. The text is easy to navigate through the lessons.					
	Key Features: <i>Essential Health</i> is the most up-to-date, skills-based text available for high school health and wellness classes. With its engaging writing and numerous supporting activities, this text presents the study of health and wellness as a dynamic discussion, relevant to students' lives. In addition to the standard topics, the text contains in-depth coverage of sleep, body image, and health across the lifespan. Content and skills are aligned to the <i>National Health Education Standards</i> .					
	Essential Health - Instructor's Edition WRAP AROUND					978-1-61960-961-7
	Essential Health - Workbook					978-1-61960-960-0
Goodheart-Willcox Publisher	Parents and Their Children Bundle - Text + Online Text, 6yr. Classroom Subscription	Ryder, Decker	2015	9-12	978-1-61960-643-2	Comprehensive Parent and Child Development
	Notes: Meaningful information, FCCLA connections, core activities and resources for teachers are included in this course. Community resources and laws related to children and families will have to be supplemented.					
	Key Features: <i>Parents and Their Children</i> helps students learn the demands of parenting as well as its rewards. The text explores various family forms and functions, the cycle of family development, and how the parenting role changes through the lifespan as children grow. Conception, pregnancy, and prenatal development and care are discussed with an emphasis on abstinence to avoid unplanned pregnancies. Features throughout the text engage students in real-life parenting situations. College and career readiness activities are included.					
	Parents and Their Children - Instructor's Edition WRAPAROUND					978-1-61960-644-9
	Parents and Their Children - Workbook					978-1-61960-645-6
Goodheart-Willcox Publisher	Teaching Bundle - Text + Online Student Center, 6yr. Classroom Subscription	Kato	2016	9-12	978-1-63126-014-8	Comprehensive Education Assistant
	Notes: This is an excellent student text, however many components are still in progress. It is clear and easy to read, has FCCLA connections, integrated core activities, and career portfolio activities. Some chapters could be combined. The course is missing information on the clerical responsibilities in education. The instructor will need to supplement information on inventory recording, data analysis and collection, and other paperwork required as a teacher.					
	Key Features: <i>Teaching</i> helps students, the teachers of tomorrow, explore the world of education. Besides investigating					

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	teaching as a profession, students will develop an understanding of the different types of learners they will encounter in the classroom. This includes how humans develop physically, intellectually, emotionally, and socially as all of these impact the instructional methods used. The educational system, both past and present, is reviewed along with the responsibilities that come with employment.					
	Teaching - Workbook				978-1-63126-010-0	
Goodheart-Willcox Publisher	Modern Cabinetmaking Bundle - Text + Online Student Center, 6yr. Classroom Subscription	Umstatted, Davis, Molzahn	2016	9-12	978-1-63126-074-2	Comprehensive Cabinetmaking and Millwork I, II, III
	Notes: The text has a strong material and Processes section which includes design and construction processes. Includes the cabinetmaking tools and equipment needed to produce a product used in today's industry. Includes a strong safety program. Clear terms and objectives. An overview of today's industry is laid out such as CNC milling and how this newer technology is introduced in the cabinetmaking industry. The text includes clear photos and diagrams with each objective. STEM is featured throughout the textbook, especially in the wood chemistry units, fiber saturation paint, wood characteristics of hard woods & softwoods, and how to calculate shrinkage. Chapters list important technical terms and objectives which students need to master. Support materials are strong.					
	Key Features: <i>Modern Cabinetmaking</i> is a comprehensive text that focuses on the techniques used by custom cabinetmakers and home woodworkers. While still providing classic coverage, the text has been thoroughly revised to include the latest in technology, materials, and processes such as CNC, 32mm System construction, ready-to-assemble casework, and grinding and sharpening. This edition includes many new photos and diagrams showing updated technology and techniques. A chapter on employment introduces students to the careers related to cabinetmaking skills, and a chapter discussing industrial organizations helps students learn how to get more involved.					
	Modern Cabinetmaking - Lab Workbook				978-1-63126-075-9	
Goodheart-Willcox Publisher	Modern Carpentry Bundle - Text + Online Student Center, 6yr. Classroom Subscription	Wagner, Smith, Huth	2016	9-12	978-1-63126-086-5	Comprehensive Carpentry I, II, III
	Notes: This text is easy to understand, laid out logically, with up to date information on building materials and methods. It has detailed information on most aspects of residential construction. The text starts with safety. It then moves through building materials, site work, plans & codes, foundations, flooring systems, framing, roof framing, enclosing, exterior finishes, and interior finishes. The reading level is appropriate for the age group. It has great math review. It strongly reinforces STEM concepts in the end of chapter activities. Safety ropes and harnesses are not in depth enough to cover the standards. It does not cover employment seeking skills, portfolios, drafting, pictorial drawings, curb forming, beam forming, above grade slab systems, fireproof encasements, bridge deck forms, and welding Some pictures are out of date.					
	Key Features: <i>Modern Carpentry</i> provides detailed coverage of all aspects of light construction, including site preparation and layout, foundations, framing and sheathing, roofing, windows and doors, exterior finish, stairs, cabinetry, and finishing. Special topics, such as chimneys, fireplaces, and decks, are also covered. The text familiarizes students with other aspects of the building trades with chapters on plumbing, electrical, and HVACR.					
	Modern Carpentry - Lab Workbook				978-1-63126-087-2	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Meilor-Delawar, Inc. aka Today's Class	Today's Class Automotive	Melior-Delaware, Inc.	2015	10-12		Supplemental Resource Automotive I, II, III:
	Notes: The material has great interaction and the ability to utilize PowerPoint style lectures, tests, and graphic involvement. It's easy to navigate. This online text is great for finalizing students in today's tech field, and allows students and instructors the ability to monitor progress. An additional text or work book could be helpful for students. Online interactive textbook with eLearning Resources and Learning Management System (LMS). The program includes complete automotive text, eBooks, quizzes, final exams, assessments, and an end of program exam. Key LMS features are a gradebook, student timer, and a lecture building feature.					
Meilor-Delawar, Inc. aka Today's Class	Today's Class Anatomy and Physiology	Melior-Delaware, Inc.	2015	10-12		Component Anatomy & Physiology for Health Professions
	Notes: Follows the scope and sequence for A & P. Explains the basic principles of structural anatomy. The diagrams are helpful. Animation helps cover some of the basic physiological concepts. Does not cover histology. More information is needed for the biochemistry of A & P. Very little discussion in regard to physiology. There needs to be more application of A & P for each body system. Key Features: Online interactive textbook with eLearning Resources and Learning Management System (LMS). The program includes complete automotive text, eBooks, quizzes, final exams, assessments, and an end of program exam. Key LMS features are a gradebook, student timer, and a lecture building feature.					
Meilor-Delawar, Inc. aka Today's Class	Today's Class Agriscience	Melior-Delaware, Inc.	2015	10-12		Supplemental Resource Agricultural Machinery: Intro to Agricultural Mechanics:
	Notes: Manipulatives are good for engagement, but some of the manipulatives do not work. The content does not align to standards for any particular course. Key Features: Online interactive textbook with eLearning Resources and Learning Management System (LMS). The program includes complete automotive text, eBooks, quizzes, final exams, assessments, and an end of					

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	program exam. Key LMS features are a gradebook, student timer, and a lecture building feature.					Intro to Agricultural Education
Meilor-Delawar, Inc. aka Today's Class	Today's Class Work Skills	Meilor-Delaware, Inc.	2015	10-12		Supplemental Resource Career and Personal Development
	Notes: Current, up to date skills used in the workplace setting, emphasis on detail of knowledge needed. Four main areas include basic math skills, reading skills, work ethic, and workplace readiness. Easy to navigate. Good review and practice questions. Quizzes after each unit. Learning objectives stated. Vocabulary definitions were lacking and/or difficult to interpret.					
	Key Features: Online interactive textbook with eLearning Resources and Learning Management System (LMS). The program includes complete automotive text, eBooks, quizzes, final exams, assessments, and an end of program exam. Key LMS features are a gradebook, student timer, and a lecture building feature.					
Meilor-Delawar, Inc. aka Today's Class	Today's Class Workplace Readiness Skills	Meilor-Delaware, Inc.	2015	10-12		Supplemental Resource Career Exploration
	Notes: Written to high school level. Embedded activities are a good concept. More information is needed on how to find a job and where to find a job. Some standards were not addressed in this course including college and military post-secondary options, self-employment, placement support services and career transitions.					
	Key Features: Online interactive textbook with eLearning Resources and Learning Management System (LMS). The program includes complete automotive text, eBooks, quizzes, final exams, assessments, and an end of program exam. Key LMS features are a gradebook, student timer, and a lecture building feature.					
Meilor-Delawar, Inc. aka Today's Class	Today's Class Cosmetology	Meilor-Delaware, Inc.	2015			Comprehensive Cosmetology
	Notes: This title does meet the NIC standards. The course is appealing to the learner and easy to follow. The "Click to expand text" was an interesting feature. If a student is seeking dual credit, the instructor should check with the university regarding curricular materials.					
	Key Features: Online interactive textbook with eLearning Resources and Learning Management System (LMS). The program includes complete automotive text, eBooks, quizzes, final exams, assessments, and an end of program exam. Key LMS features are a gradebook, student timer, and a lecture building feature.					



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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
EMC Publishing, LLC	A Guide to Microsoft Office 2013 Student Text	Marrelli	2014	9-12	9780821965597	Comprehensive for Computer Applications Notes: Progression of end of chapter contents flows well. Students have more buy in on projects- related to what they might purchase in the future. Good use of scenarios for students to own future businesses. Uses technology, including the internet to produce, publish and update information. Good flow of ideas throughout the text. Strengths: effective for small group work. Surveys are used for cross curricular and challenging conclusions with other sources of information. Writing exercises promote critical thinking. Exercises supply research projects to answer a question, solve a problem, and understand the subject. Highlighted tips give good reminders throughout the chapter. Weaknesses: The book itself looks "a little industrial", but the content is helpful and worthwhile. Key Features: <i>A Guide to Microsoft® Office 2013</i> teaches students the fundamentals of Microsoft® Office 2013 with hands-on practice and cross-curricular projects. It challenges students with progressive levels of instruction. <i>A Guide to Microsoft® Office 2013</i> provides the following: Tips, topic sidebars, and alternative methods that provide helpful information throughout the chapter Projects-based exercises that allow for practice in real-world, business-related activities
	A Guide to Microsoft Office 2013 eBook (6 yr license)	Marrelli	2014	9-12	9780763861506	
	A Guide to Microsoft Office 2013 eBook (1 yr license)	Marrelli	2014	9-12	9780763856090	
	A Guide to Microsoft Office 2013 Instructor Resources and ExamView® Assessment Suite (CD only)	Marrelli	2014	9-12	9780821965665	
EMC Publishing, LLC	Benchmark Series: Microsoft Office 2013 Student Text w/data files CD	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763853853	Comprehensive for Business Computer Applications I Component for Business Computer Applications II & III Notes: Good use of current and new technologies. Good use of real life situations. Scenarios of student interests. Students are able to choose parts that relate to their level and interests. Scenarios are helpful to students making the choice to own their own business one day and how their purchases will affect their own lifestyle. The layout of the materials is effective and easy to use. Teachers are able to use the concepts and apply them to other curriculums with little effort, making it easy to go from one subject to the other. Writing activities are helpful. Good use of critical thinking skills, job study activities. Forces students to read and comprehend. Helps student understand the importance of citing sources. Some wording and vocabulary seem a little advanced. Options are good. Teachers make the decision on amount of time to give students to complete activities. Key Features: <i>Benchmark Series: Microsoft® Office 2013</i> provides a graduated, project-based approach to learning Word, Excel, Access and PowerPoint. Students build a working knowledge and introductory skill level in each application. Step-by-step instructions clearly guide students to the skills' desired outcomes. Hints offer useful tips on how to use the features efficiently and effectively. Quick Steps feature brief step-by-step summaries for reference and review. Multipart projects provide a framework for instruction and practice on software features.
	Benchmark Series: Microsoft Office 2013 eBook (6 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763861537	
	Benchmark Series: Microsoft Office 2013 eBook (1 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763856328	
	Benchmark Series: Microsoft Office 2013 Instructor's Guide (print and CD)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854515	
	SNAP 2013 Tutorials CD for Office	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854409	
	Benchmark Series: ExamView® Assessment Suite (CD only)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854508	
EMC Publishing, LLC	Benchmark Series: Microsoft Word 2013 Levels 1 and 2 Student Text w/data files CD	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763853860	Comprehensive for Business Computer Applications Notes: Good use of multiple levels. Learning integration, multi step procedures are well organized. Integrate various software applications. Challenges students by using multiple resources to use writing in creating a presentation. Good images throughout the text. Easy to view and read. Learn the importance of citing information sources. Variety of digital media interactions with students. Opportunities to do research to make informed decisions. Variety of navigations to learn what they can use. Digital citizenship section helps teach students responsibilities for use of information and technology. Problem solving opportunities are available for individual and with a group. Key Features: With <i>Benchmark Series: Microsoft® Word 2013 Levels 1 and 2</i> , students build mastery skill level in Word 2013. Students receive step-by-step instruction in creating letters, reports, research papers, brochures, newsletters, and other documents.

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	<p>Step-by-step instructions clearly guide students to the skills' desired outcomes. Hints offer useful tips on how to use the features efficiently and effectively. Quick Steps feature brief step-by-step summaries for reference and review. Multipart projects provide a framework for instruction and practice on software features.</p>					
	Benchmark Series: Microsoft Word 2013 Levels 1 and 2 eBook (6 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763861544	
	Benchmark Series: Microsoft Word 2013 Levels 1 and 2 eBook (1 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763856342	
	Benchmark Series: Microsoft Word 2013 Instructor's Guide (print and CD)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854522	
	Benchmark Series: ExamView® Assessment Suite (CD only)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854508	
	SNAP 2013 Tutorials CD for Word	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854416	
EMC Publishing, LLC	Benchmark Series: Microsoft Excel 2013 Levels 1 and 2 Student Text w/data files CD	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763853891	Comprehensive for Business Computer Applications
	<p>Notes: With <i>Benchmark Series: Microsoft® Excel 2013 Levels 1 and 2</i>, students build mastery skills in Excel 2013. Students receive step-by-step instructions in creating, formatting and maintaining Excel workbooks for numbers-based data analysis. Step-by-step instructions clearly guide students to the skills' desired outcomes. Hints offer useful tips on how to use the features efficiently and effectively. Quick Steps feature brief step-by-step summaries for reference and review. Multipart projects provide a framework for instruction and practice on software features.</p> <p>Key Features: Adequate amount of practice work and assessment opportunities in this text. Multiple levels of projects. Strengths: Projects support multiple uses of different media sources. Chapters have good visuals to walk students through unfamiliar steps. Multiple levels of assessments. Weaknesses: Vocabulary words and command names are lost in the writing, not emphasized. Headings are confusing- project headers stand out more than content headers.</p>					
	Benchmark Series: Microsoft Excel 2013 Levels 1 and 2 eBook (6 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763861551	
	Benchmark Series: Microsoft Excel 2013 Levels 1 and 2 eBook (1 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763856441	
	Benchmark Series: Microsoft Excel 2013 Instructor's Guide (print and CD)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854539	
	Benchmark Series: ExamView® Assessment Suite (CD only)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854508	
	SNAP 2013 Tutorials CD for Excel	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854423	
EMC Publishing, LLC	Benchmark Series: Microsoft PowerPoint 2013 Student Text w/data files CD	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763853952	Comprehensive for Business Computer Applications
	<p>Notes: With <i>Benchmark Series: Microsoft® PowerPoint 2013</i>, students build mastery skills in PowerPoint 2013. Students receive step-by-step instructions in designing and creating effective slide shows that inform and motivate audiences. Step-by-step instructions clearly guide students to the skills' desired outcomes. Hints offer useful tips on how to use the features efficiently and effectively. Quick Steps feature brief step-by-step summaries for reference and review. Multipart projects provide a framework for instruction and practice on software features.</p> <p>Key Features: Good use of multiple sources to help with understanding. Case studies are effective. Project development is clear and coherent, appropriate to the audience. Language is grade level appropriate. Integration of Excel into PowerPoint. Good images throughout the text. Easy to view and read. Integrates new technologies and various software applications. Students learn the importance of citing information sources. Section on digital citizenship. Variety of navigations and learning what can be used. Opportunities to do research to make informed decisions. Students are able to problem solve by themselves or in a group situation. Students interact and publish a variety of digital media with their peers. Challenges students by using multiple resources to create a presentation.</p>					
	Benchmark Series: Microsoft PowerPoint 2013 eBook (6 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763865764	
	Benchmark Series: Microsoft PowerPoint 2013 eBook (1 yr license)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763856434	

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	Benchmark Series: Microsoft PowerPoint 2013 Instructor's Guide (print and CD)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854553	
	SNAP 2013 Tutorials CD for PowerPoint	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854447	
	Benchmark Series: ExamView® Assessment Suite (CD only)	N. Rutkosky, Roggenkamp, I. Rutkosky	2014	9-12	9780763854508	
EMC Publishing, LLC	Computers: Understanding Technology - Comprehensive Edition	Fuller, Larson, Bucki, and Wempen	2015	9-12	9780763864750	Component for Introduction to Computer Technology
	<p>Notes: <i>Computers: Understanding Technology - Comprehensive</i> version provides complete coverage of computer concepts, including hardware, software, networks, the Internet, programming, security, and ethics. <i>Brief</i> version provides coverage of computer concepts, including hardware, software, networks, the Internet, programming, security, and ethics. This text is competency-based and objective-driven with concept-level feedback for the students.</p> <p>Features: Precheck and Recheck quizzes for each chapter's learning objectives help students track their progress Diverse learning resources like video and practice activities, research articles, interactive chapter summaries, glossary and games</p> <p>Key Features: In depth resource for understanding current technology in a computer applications class. Up to date content. Text is a good resource for content and theory, but instructors will need to create practical exercises to supplement the text. Teach literacy in each unit. Strong resource for writing standards. Ethical dilemmas and tech career explorers in each unit. Many opportunities for decoding and translating graphics. An additional snap online service is needed for students to obtain unit activities and links.</p>					Supplemental Resource for Input Technology
	Computers: Understanding Technology Instructor's eResources w/ExamView®	Fuller, Larson, Bucki, and Wempen	2015	9-12	9780763864903	
EMC Publishing, LLC	Computers: Understanding Technology – Brief Edition (Chapters 1-5)	Fuller, Larson, Bucki, and Wempen	2015	9-12	9780763864798	Component for Introduction to Technology
	<p>Notes: Good introduction to how computers work. New cutting edge technologies. Ethical issues and situations are highlighted. A technology timeline shows historical events and has students predict where technology may go in the future.</p> <p>Key Features: <i>Computers: Understanding Technology - Comprehensive</i> version provides complete coverage of computer concepts, including hardware, software, networks, the Internet, programming, security, and ethics. <i>Brief</i> version provides coverage of computer concepts, including hardware, software, networks, the Internet, programming, security, and ethics. This text is competency-based and objective-driven with concept-level feedback for the students.</p> <p>Features: Precheck and Recheck quizzes for each chapter's learning objectives help students track their progress Diverse learning resources like video and practice activities, research articles, interactive chapter summaries, glossary and games.</p>					Supplemental Resource for Business Computer Applications

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
No Tears Learning, Inc.	Keyboarding Without Tears	Jan Z. Olsen	2014	K-5		Supplemental Resource	
	Notes: Younger grades may find this more enjoyable than 4 th or 5 th grade students. The younger students may need instructions from the teacher. The videos may be helpful to older students.						
	Key Features: Game based curriculum for students fits perfectly into the developmental progression of writing. Students will learn keyboarding alongside general computer readiness and digital citizenship.						
	Keyboarding Without Tears, Keys For Me	Jan Z. Olsen	2014	K	9781939814098		
	Notes: See notes above.						
	Key Features: Keys For Me teaches pre-keyboarding and keyboarding alongside general computer readiness and digital citizenship. Activities develop fine motor skills, introduce the keyboard and mouse functions, teach left and right hands separately, and reinforce handwriting skills with typing games.						
	Keyboarding Without Tears, My Keying Board	Jan Z. Olsen	2014	1	9781939814111		
	Notes: See notes above.						
	Key Features: My Keying Board teaches finger dexterity, drag and drop skills, finger-key association, and typing letters and words. Students collect awards as they progress through the program.						
Keyboarding Without Tears, Key Power	Jan Z. Olsen	2014	2	9781939814135			
Notes: See notes above.							

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Key Features: Develop Key Power with engaging keyboard activities that build muscle memory. Students learn the entire keyboard and build skills through practicing common letter combinations, frequently used words, and sentences.				
Keyboarding Without Tears, Keyboarding	Jan Z. Olsen	2014	3	9781939814166
Notes: See notes above.				
Key Features: Students will review and master foundational early Keyboarding skills, and quickly move into learning number and function keys, formatting, and typing paragraphs. Lessons reinforce fine motor memory, increase accuracy, and prepare students to navigate computer-based assessments.				
Keyboarding Without Tears, Keyboarding Success	Jan Z. Olsen	2014	4	9781939814180
Notes: See notes above.				
Key Features: Students will Succeed in Keyboarding with speed and fluency. Typing activities strengthen muscle memory in frequently used letter combinations and reinforce skills for navigating computer-based assessments. Lessons enhance language arts and creative writing instruction.				
Keyboarding Without Tears, Can-Do Keyboarding	Jan Z. Olsen	2014	5	9781939814203
Notes: See notes above.				
Key Features: Students will develop the accuracy and speed necessary to handle the demands of schoolwork and testing in higher grades. Students learn about interesting subjects with paragraph practice and other engaging opportunities.				

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SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252 Idaho Code sets forth criteria for membership on the Professional Standards Commission (PSC).

The Commission consists of eighteen (18) members, one (1) from the State Department of Education and one (1) from the Division of Professional Technical Education. The remaining members must be representative of the teaching profession of the state of Idaho, and not less than seven (7) members must be certificated classroom teachers in the public school system and must include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the positions from the Idaho Education Association and Northwest Professional Educators. Resumes for interested individuals are attached. Appointments for all other positions rather than Secondary Classroom Teacher were made at the Regular June Board meeting.

Secondary Classroom Teacher:

Dawn Anderson, Madison School District
Glenda Funk, Pocatello School District
Sarah Holloway, West Ada School District
Lourene Praeder, Jefferson County Joint School District
Aliene (Ali) Shearer, West Ada School District
Lynn Swanson-Puckett, Nampa School District
Kim Zeydel, West Ada School District

ATTACHMENTS

Attachment 1 – Resumes for: Dawn Anderson; Glenda Funk; Sarah Holloway;
Lourene Praeder; Aliene (Ali) Shearer; Lynn Swanson-Puckett;
Kim Zeydel

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Attachment 2 – Current Membership

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BOARD ACTION

I move to appoint Kim Zeydel as a member of the Professional Standards Commission for a three-year term effective July 1, 2015, and ending June 30, 2018, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

Dawn Jeppesen Anderson

324 South 3rd East
Rexburg, ID 83440
208-356-4815 cell: 208-313-6512
davedawn@srv.net

Professional Profile

- Current Idaho Teacher Certification in Secondary Education (English emphasis)
- Master of Education Degree with major emphasis in Reading
- Twenty-five years experience teaching writing, literature, and reading education classes

Education, Honors, and Certifications

M Ed

Idaho State University, Pocatello, ID. 1995

Bachelor of Arts in Secondary Education (Honors)

Idaho State University, Pocatello, ID. 1987

Reading Endorsement K-12

Phi Kappa Phi Honor Society

Honorary Adjunct Teacher of the Year Award 2000-2001

Qualifications & Experience

- Taught 8th graders state standards content, including language use, literature analysis, vocabulary, and writing
- Taught freshman composition and advanced writing classes for many years, instructing students how to develop ideas, clarify concepts, defend arguments and master coherent writing skills.
- Taught children's literature and young adult literature to elementary and secondary education majors
- Developed a wide variety of curricula for use in the classroom, employing peer-editing, small group writing assignments, brainstorming activities, dynamic class discussions, and research instruction.
- Helped develop a clinical program where education majors visited local Madison schools and worked with remedial reading students.

Computer Skills

- Microsoft Windows® Office software, including Word, Power Point, and Publisher
- **Internet research**
- Adept in grading programs Blackboard and PowerTeacher

Employment

Brigham Young University-Idaho Adjunct Faculty English Dept. Fall 1987 -2008

Madison Junior High School -8th Grade English 2008 - present

Professional Development

Conference workshop presenter

Attended various conferences and workshops related to writing and teaching

Served on several scholarship and academic committees

CAT team member for Madison Junior High

Related Experience

Edited and published English Department newsletter for seven years

Regularly publish education editorials in the *Post Register* and *Standard Journal* newspapers

Worked as advocate for educators and education, serving as currently as president of the Rexburg Education Association

References available upon request

Glenda Funk

Highland H. S.
1800 Bench Road
Pocatello, ID 83201
208-241-8620 (cell)
gfunk441@gmail.com

EDUCATION

August 2008
M.A. English
Idaho State University

May 1981
B.S. Speech Education
Southwest Baptist University

HONORS AND AWARDS

2011 National Board for Professional Teaching Standards Certificate Renewal: AYA/ELA
2011 Lionel Bowzer Excellence in Education Award
2009 Thomas C. Wright Fellowship, University of Idaho
2008 Teaching Shakespeare Institute, Folger Shakespeare Library, Washington, D.C.
2007 Teaching Shakespeare Mini-Institute, Folger Shakespeare Library, University of Tulsa
2004 National Humanities Center: "American Beginnings: The European Presence in North America 1492-1690"
2002 National Board for Professional Teaching Standards Certification in Adolescent Young Adulthood English Language Arts
2002 Zonta Women of Achievement recipient
1994 National Forensic League Diamond Coaching Award

ASSOCIATION MEMBERSHIPS

National Council of Teachers of English
ALAN: Assembly on Literature for Adolescents of the NCTE
Phi Kappa Delta
National Forensic League
National Education Association
Idaho Education Association
Pocatello Education Association

THESES

Cowen-Funk, G. (2008) "Empathetic Imagination: Perception, Aesthetics, and Ethics in *Life of Pi* by Yann Martel." Unpublished M.A. Thesis, Idaho State University.

PUBLISHED ARTICLES

Funk, Glenda. "Holding the Mirror Up: A Review of Tim Gillespie's *Doing Literary Criticism*. *Oregon English Journal*. XXXIV: 2, Fall 2012, p 7-11.

MANUSCRIPTS UNDER REVIEW

Funk, G. (2011) "One Book Can Save a Life." *The Only Book in the World Project*. This is a fund-raising effort via the English Companion Ning to provide financial support for Jeff Wilhelm, PhD and his wife, who has a rare disease not covered by insurance.

MANUSCRIPTS IN PREPARATION

Funk, G. (2011) "Not Enough to Speak: A Rationale for Performance Based Pedagogy in University Methods Courses." *English Quarterly*. Received a request to write the article by the editor.

Funk, G. *Time to Talk: Speaking to Learn & Learning to Speak in the ELA Classroom*. I have outlined a book that will contribute to the professional conversation about how to engage students in discussion, how to incorporate social media into the discussion, how to overcome and consider problems with tone in online forums, etc. At present I am conducting research and working on a proposal for the book. I have two readers who have committed to offering assistance on the project: Michael LoMonico, PhD, senior education consultant with the Folger Shakespeare Library and a professor at Stonybrook University; Tim Gillespie, author of *Doing Literary Criticism*.

CONFERENCE PRESENTATIONS

Funk, G. (2012, November) *Catching Fire: Igniting Classroom Conversations*. NCTE Panel. Co-presenters: Debbie Greco, Ami Szerence, Cherylann Schmidt. NCTE Annual Convention, Las Vegas, Nevada.

Funk, G., Ami Szerence (2011, November). "Class Lines: Connecting Students to the Hero's Journey Beyond Borders Using Social Networking." *Teaching the Hero's Journey*. NCTE Panel. Co-presenters: Dana Huff, Ami Szerence. NCTE Annual Convention, Chicago, Illinois

Funk, G. (2010, November). "Not Enough to Speak: A Rationale for Performance Based Pedagogy in University Methods Courses." NCTE panel *Teaching Teachers to Teach Shakespeare*. Sponsoring organization: Folger Shakespeare Library. Co-presenters: Peggy O'Brien, Ph. D., founder of the TSI, Rick Vanderwall. NCTE Annual Convention, Orlando, Florida.

UPCOMING CONFERENCE PRESENTATIONS

- Funk, G. (2013, November) "Lend Me Your [H]ear." NCTE Annual Convention, Boston, Massachusetts. (Proposal submitted, awaiting approval)
- Funk, G. (2014, February 28-March 1). Northwest Regional NCTE Conference, Portland, Oregon. Invitation accepted.

ONLINE PROFESSIONAL DEVELOPMENT PRESENTATIONS

Funk, G. "Twice-told Tales and Old Odd Ends: Common Ideas in Shakespeare and Young Adult Lit." Building Bridges: Classic Lit to Young Adult Lit. English Companion Ning Summer 2011 Webstite. July 11-12, 2011. Theme: How proponents of YA lit and the classics can co-exist, find common ground, and recognize the value for students in each. The invitation to lead a session included this: "We know you have vast knowledge and great connections in the Shakespeare education world, and we think you're one of the most credible messengers."

Funk, G. "Out of the Desk and Into the Text": #engchat discussion on Twitter, April, 2011

REVIEWING ACTIVITIES

Stenhouse Publishing. Paid to review book proposals.
English Journal

PROFFSSIONAL EXPERIENCE/ACTIVITIES

February 2013

Organizer of Online Book Discussion: Spillane, Lee Ann. *Reading Amplified*. Stenhouse Publishing, 2012.

Summer, 2012

Teachers Write. Messner, Kate. Participated in Kate Messner's online writing group for teachers with various professional writers providing writing exercises, support and feedback. Among those participating: Gae Polisner, author of *The Pull of Gravity*; Jo Knowles, author of *See You at Harry's*, etc.

June 6-10, 2011

CCSS/TIA Conference. Participated in the Common Core State Standards curriculum Total Instructional Alignment to ensure that ELA Idaho standards align with the Common Core, which will be implemented in 2014.

August 2010 to Present

www.evolvingenglishteacher.blogspot.com Blogging on pedagogical and political issues impacting the teaching of ELA in Idaho.

2010 to Present

#engchat on Twitter: Hosted on April 4, 2008. "Out of the Desk and Into the Text: Performance Pedagogy." Participate in discussions about topics impacting teaching English 140 characters at a time.

2008 to Present

English Companion Ning: Assist in vetting membership applications since summer 2010; cross-post my blog; share teaching resources; engage in discussions about topics relating to teaching English and speech; participate in online book discussions, including *Doing Literary Criticism*, *Readicide*, *Write Beside Them*, *Let the Great World Spin*, etc.

2008 (Summer)

Folger Shakespeare Library Teaching Shakespeare Institute participant. Research using primary documents and rare texts, developed curriculum materials and lessons available on the Folger education website, and studied the Folger performance method for teaching literature, including Shakespeare's plays but not limited to his works.

2007 (Summer)

Folger Shakespeare Library Teaching Shakespeare Mini-institute participant. University of Tulsa. Introduced to the Folger Performance Method of studying literature, particularly Shakespeare, through intensive work with *Romeo and Juliet* and *A Midsummer Night's Dream*.

2005 (Summer)

Idaho Humanities Council: "Nothing by the Truth: Survival and Celebration in Native American Literature." Studied numerous works of contemporary Native American literature under the tutelage of scholars. Works included *Ceremony* by Leslie Marmon Silko, *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie, *Fools Crow* by James Welch, and *Tracks* by Louise Erdrich.

2004 (Summer)

National Humanities Center Symposium "American Beginnings: The European Presence in North America 1492-1690" Assisted in the development of the Toolbox, including primary documents and material culture resources accessible online
<http://nationalhumanitiescenter.org/pds/amerbegin/index.html>

2003 (Summer)

Idaho Humanities Council: "John Steinbeck and the Art of Social Engagement." Studied numerous Steinbeck novels and nonfiction, including *The Grapes of Wrath*, *East of Eden*, *Cannery Row*, *The Log to the Sea of Cortez* and others.

TEACHING EXPERIENCE

1989-Present

English and Speech, Highland High School

Grades 9-12; Contemporary World Lit, British Lit, American Lit; honors level to special services inclusion; fundamentals of speech; competitive forensics, debate, student congress.

Additional duties include advising the student literary magazine, *Rambles*, for three years.

Presented to the faculty ideas for using performance pedagogy in all curriculum areas (2011).

2006 Summer

Upward Bound, Idaho State University. Responsible for teaching College Prep English with the directive to teach the course as I would the English 1101 Introduction to Writing at ISU; taught speech and English 12 following the Idaho Content Standards for those classes.

1981-1984; 1986-1989

English teacher, Kofa High School, Yuma, Arizona

Grades 10-12; Contemporary World Lit, British Lit, American Lit; includes experience teaching English Language Learners as well as native English speakers. Additional duties include advising the wrestling cheerleaders (volunteer).

1984-1986

English, Urbana Community School, Urbana, Iowa

Grades 7-8; Additional responsibilities include advising the student newspaper, coaching the cheerleaders, serving as a class sponsor, and directing school-wide drama productions.

COMMITTEE MEMBERSHIPS

2008 to Present

Highland H. S. Mission Statement Committee

2008 to Present

Highland H.S. Building Representative for PEA

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ATTACHMENT 1

Sarah K. Holloway

3724 E. Park Ridge Drive * Nampa, ID 83687 * sarahbecca28@gmail.com * Cell: (208)697-1175

Leadership Position

Seeking a position that will enable me to use my current leadership and management skills while obtaining new skills and techniques which will allow me to stimulate professional development and enhance student learning through instructors. I am able to quickly problem solve and build positive relationships. My main objective is to present and communicate the importance of relationships, outside perspectives, and global effects of education to staff and students.

Education and Certifications

Master of Educational Leadership – University of Idaho, January 2010–December 2012
Master of Administration & Leadership / K-12 Administrator Certification

Bachelor of Arts: History, Social Studies – Boise State University, Boise, ID
Secondary Education Certification (May 2008)

US Navy – July 1993 through February 1997 – Honorable Discharge as PN3/E4
Health & Safety Coordinator, Auxiliary Security Force and Personnelman

County Sheriff Reserve – Perry County, Perryville, Arkansas (2003)

First Responder – Ambulance Driver and Paramedic Assistant (2002-2003)

Technology Skills – Microsoft Office, Power School/Teacher, Peachtree Accounting Certified

Teaching Experience

Renaissance High School
Social Studies and Yearbook Teacher
Meridian, ID

August 2014-Present

Current responsibilities include creation, application, instruction and evaluation of sophomore and junior students enrolled in American Government and International Baccalaureate History of the Americas. All state and local mandates are followed and implemented into the classroom including the adaptation of lessons for those in need of special designed accommodations. Other responsibilities include the school yearbook which consists of over 30 students creating a 185-page publication; evaluation of student staff inside/outside the classroom, before/after school; continual promotion of yearbook sales, senior ads, and constant parent contact; review, edit, and provide guidance for written text, formatting, and design of yearbook.

Idaho State Correctional Institute
Idaho Department of Corrections

Feb 2013-Aug 2014

Special Education Instructor (for ISCI, SICI, IMSI, NICI & ICI-O)

Identify offenders for special education classes who are managed, taught, evaluated, counseled and assessed to meet their academic needs including creating and incorporating state and federal mandated Eligibility and Individual Education Plans (IEP) within the regular classroom setting for offenders 21 years of age and under. Develop, teach, determine, create, differentiate and review GED Reading/Writing/Math curriculum which includes professional development, assessment of students, tracking attendance, attending regular staff meetings and tutoring within a classroom setting are additional requirements of this position.

Ridgeline Alternative High School, Nampa, Idaho
Social Studies Teacher

Sept 2008-Feb 2013

Social Studies Department Head

Manage, teach, and prepare all 9th and 10th grade US History classes, Economics, and Government which includes all responsibilities of regular classroom teacher including professional development, assessment of students, and regular staff meetings. Collaborate with department and staff design curriculum, lesson plans beneficial to students; perform basic duties such as recording attendance and grading student's individual work. Student Council Advisor (2009-2011) and Yearbook Advisor (2009-2011).

Educational Teaching

Teacher Summer Workshop

Nampa, ID July 2011

I co-created and co-taught a two day summer workshop. The workshop was created for high school and middle school teachers. The workshop included Whole Brain Teaching in the Classroom, Classroom Management Skills, Ruby Payne and Poverty, Planning for Block Scheduling, Differentiated Techniques, Brain Research and Relationship Building.

Previous Work Experience

Restaurant: Wingers, Blue Ribbon Bistro, Red Robin, Applebees

Jul 2003 – Sept 2008

Various duties that included serving guests, working with money, accurate order taking, adapting to constant change with the menu, management, and co-workers.

Lourene Praeder
3770 E. 200 N.
Rigby, Idaho 83442
208-521-8376

- Education Masters in Learning and Technology; Western Governor's University (WGU), Salt Lake City. Idaho State University, (1/1983-5/1989) obtained Bachelor of Arts degree with honors, majored in secondary education with endorsements in Mathematics and Social Sciences. Have taken the following computer languages: Fortran, Pascal, Basic, and Visual Basic. Other computer skills include Microsoft Works, PowerPoint, Excel, Access, and various other programs. I have received a technology certification from the State of Idaho. Classes taken since receiving BA, but before entering into Masters program: Math Education Sec from BYU; Pre-Calculus & Math 810 from Portland State; Dynamic Geometry/problem solving & Data driven math from University of Idaho; Intro to statistics, special topics/math from Idaho State University. Had 64 credits beyond my BA, then took masters classes, currently have 36 more credits beyond my MA, including the MTA course required by the State of Idaho.
- Teaching Exp. Teaching secondary math at Rigby High School in Rigby, Idaho (1998-current). Previous experience includes substitute teaching for 20 years within the Rigby school district #251, one to three years teaching at Bonneville H.S., Ririe H.S., and summer school at Skyline HS. I have taught general math, Pre-Algebra, Algebra I & II, Geometry, Pre-Calculus, Dual Enrollment and regular Statistics, AP and Dual Enrollment Calculus, and Trigonometry.
- Professional Membership includes: Idaho Education Association where I am currently the President of Region 6 and have been a member of the HCR committee for many years, Jefferson County Education Association where I am currently filling several committee appointments and have been president for 2 years along with other positions, Idaho Council of Teachers of Mathematics where I am currently a board member, National

Council of Teachers of Mathematics, I have served on various state committees on alignment of curriculum, I have served on a national committee with ETS (Educational Testing Service) working on the math praxis exam.

Personal Enjoy a personal home computer, finding information on the internet, gardening, sewing, and hiking, horseback riding, dancing, bicycling, playing piano, and listening to music.

References Available upon request.

Aliene (Ali) A. Shearer

2886 N Mule Deer Wy, Meridian, ID 83646
(208)887-6925 hm (208)631-1771 cell
Shearer.ali@meridianschools.org

PROFILE

Classroom teacher with 16 years of experience in the high school setting. Solid reputation as an effective instructor, devoted professional and supportive colleague. Demonstrates passion for learning, teaching, and the teaching profession. Excellent organizational and communication skills.

STRENGTHS

- Collaborative
- Professional
- Reflective
- Inquisitive
- Able to compromise
- Excellent written and oral communication skills

EXPERIENCE

Centennial High School, Boise, Idaho, Joint School District #02 1998-Present

Teacher of French, English, Language Arts Lab, and Student Council

- Managed student loads of approx. 180 students per school year
- Prepared and presented lessons to classes in French, levels 1-3
- Collaborated with colleagues to create common assessments, establish curricular goals, analyze student data, and improve instruction
- Mentored two student teachers
- Developed and implemented school-wide Response to Intervention plan as part of Faculty Advisory Council
- Formulated and implemented school-wide late work policy as part of Faculty Advisory Council
- Wrote portion of school accreditation report as World Language Department Chair
- Wrote district concept-based curriculum for Junior level Language Arts
- Wrote district End-of-Course exams for French, levels 1, 2, and 3

Skyview High School, Nampa, Idaho, Nampa School District #131 1996-1998

Teacher of English, Journalism, and Newspaper Advisor

- General Classroom Duties

EDUCATION

Master's of Educational Leadership, Northwest Nazarene University, Nampa, Idaho 2006

Bachelor of Arts, Secondary English Education, Idaho State University, Pocatello, Idaho 1998

LYNN SWANSON

735 W Arbor Pointe Way, Nampa ID 83686
T 208-695-8097 E lynn83686@gmail.com W lynnswanson.weebly.com

VISION STATEMENT

Results oriented administrator that strives to improve the quality of education by providing instructional leadership that ensures educational strategies are in place that support effective learning for all students and fostering an environment that is safe and conducive to learning. To work in partnership with district, staff, and community to develop well-rounded students who are actively involved in a relevant curriculum and engaged in becoming life long problem solvers. As well as creating a learning environment that encourages teamwork, offers encouragement, and promote success for all.

ADMINISTRATIVE SKILLS & EXPERIENCE

DEAN, NAMPA SCHOOL DISTRICT (NSD), NAMPA, ID

- Enforced school expectations and attendance guidelines.
- Conferenced with parents and staff to discuss educational policies and student behavioral and/or learning issues.
- Counseled and provided guidance to students regarding personal, academic, vocational or behavioral issues.

RESPONSE TO INTERVENTION COORDINATOR (RTI), NSD, NAMPA, ID

- Collaborated with teachers about individual student's performance goals and objectives.
- Evaluated intervention strategies to determine their effectiveness and efficiency.
- Collaborated with special education staff and teachers to create RTI documents.
- Presented our RTI process, paperwork, and intervention programs at the Middle Level Association Conference.
- Planned and conducted teacher training in RTI procedures and data collection.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) TEAM MEMBER, NSD, NAMPA, ID

- Collaborated with team to successfully implement a school wide behavior plan that focused on positive reinforcement.

GRADING & ASSESSMENT TEAM MEMBER, NSD, NAMPA, ID

- Collaborated with team to establish a school wide grading policy that provides congruency and consistency among departments and grade levels in the use of grading and assessment procedures.

ONWARD TO EXCELLENCE SCHOOL IMPROVEMENT TEAM LEADER, CALDWELL SCHOOL DISTRICT, CALDWELL, ID

- Extensive training and experience in developing study teams to improve instruction, curriculum and assessment through Northwest Regional Education Lab.

STRONG EDUCATIONAL BACKGROUND WITH TRAINING IN:

AdvaneED External Review Team Member for School Accreditation, Curriculum writing and updating, Brain Compatible Teaching, Implementing Professional Learning Communities (PLCs), Teaching with Technology (Milken Foundation), Mathematical Thinking for Instruction (MTI), Comprehensive Reading Course, Peer Mentoring, Frameworks for Teachers, Open Court Reading, SIPPS, Read Naturally, 6+1 Writing Steps, Project WET, Project WILD, and Odyssey of the Mind Coach, Future Business Leaders of America Advisor.

PROFESSIONAL WORK EXPERIENCE

LONE STAR MIDDLE SCHOOL, NAMPA SCHOOL DISTRICT, NAMPA, ID

2008 - CURRENT

Dean of Students, 6th Grade Math Teacher and RTI Coordinator

WEST MIDDLE SCHOOL, NAMPA SCHOOL DISTRICT, NAMPA, ID

2007 - 2008

7th Grade Math Teacher

SAWTOOTH MIDDLE SCHOOL, MERIDIAN SCHOOL DISTRICT, MERIDIAN, ID

2006 - 2007

Math, Language Arts and Math Inclusion Instructor

SACAJAWEA ELEMENTARY, CALDWELL SCHOOL DISTRICT, CALDWELL, ID

2004 - 2006

4th Grade Teacher and Onward to Excellence Team Leader

Completed my Administrative Internship in 2005-2006

HUNTLEY ELEMENTARY, HUNTLEY SCHOOL DISTRICT, WORDEN, MT

2002 - 2004

6th Grade Teacher and 6th Grade Inclusion Teacher

LINCOLN ELEMENTARY, BEACH SCHOOL DISTRICT, BEACH, ND

1991 - 2002

5th/6th Grade Combination Teacher, 1992-1997

6th Grade Teacher, 1992-1997

3rd Grade Teacher, 1997-2002

BEACH HIGH SCHOOL, BEACH SCHOOL DISTRICT, BEACH, ND

1990 - 1991

Day Treatment Teacher

EDUCATION

GRAND CANYON UNIVERSITY, PHOENIX, AZ

MASTER IN EDUCATION ~ ADMINISTRATION 2006

DICKINSON STATE UNIVERSITY, DICKINSON, ND

BACHELOR OF SCIENCE ~ ELEMENTARY EDUCATION 1990

~Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as you ever can.

~John Wesley

Kim Davenport Zeydel

P.O. Box 1981
McCall, ID 83638

Cell: 208-634-8018
Work: 208-855-4315

Education

- 2008 M.S. – Education - Mathematics (Gr. 6-8), Walden University
- 1985 M.A. – Education/Teaching Credential, Claremont Graduate School
- 1973 B.A. – Social Sciences – Johnston College, University of Redlands

Credentials

Idaho Standard Secondary

Standard Mathematics Grades 6-12, 2010-2015

Social Studies Grades 6-12, 2010-2015

Sociology Grades 6-12, 2010-2015

Idaho Advanced Elementary All subjects K/8, 2010-2015

Basic Technology Competency Certificate

California Clear Multiple Subject Teaching Credential General Subjects, 2010-2015

Calif. Clear Single Subject Teaching Credential Mathematics/Social Science, 2010-2015

Most Recent Teaching Experience

2006 – Present Meridian Academy, Meridian, Idaho

Teacher/Department Head – Algebra I, Geometry, Algebra II, Math Analysis,
Common Core HS Math 1

- Helped the district correlate the Algebra I curriculum with the Idaho State Standards and the NCTM Standards and then the Idaho Common Core State Standards
- Implemented and refined a sequence of math courses for our at-risk students
- Developed a procedure for the placement of students in math classes
- Mentor the other two math teachers in content and pedagogy

2000 – 2006 Meadows Valley Jr. /Sr. High School, New Meadow, Idaho

Teacher/Department Head – Math 3, Pre-Algebra, Algebra II, and Math Analysis

- Created a math notebook to accompany Accelerated Math for Pre-Algebra and Algebra II
- Recruited and coordinated math volunteers to work with students
- Increased number of students qualified for college level math courses and many went into STEM careers

Professional Service

National Science Foundation - 2013

- National Selection Committee Panelist for K-6 mathematics 2014 PAEMST
- National Selection Committee Panelist 7-12 mathematics 2013 PAEMST

T³ Certified Instructor (Texas Instruments) – 2011- Present

- Provided PD from 2011 to present at conferences and workshops

Idaho Council of Teachers of Mathematics – 2004 – present

- Chair for the 2010, 2012, and 2014 Fall Conferences and presenter 2004 – 2013

i-STEM strand provider 2012 to present

- Provide 4 days of professional development at CSI – each year has a different content

Idaho State Department of Education - 2013 - present

- Contributor to the Smarter Balanced Digital Library

Smarter Balanced test question evaluator – 2013

- Assessed test questions for bias

Idaho Math Academy Instructor – 2003-2007

- Helped create, implement, and teach the week long professional development for 5 years

Meridian Academy Accreditation/School Improvement Committee – 2013 – 2014

Professional Organizations and Awards

Joint School District No. 2 - Teacher of the Year 2014

Presidential Award for Excellence in Mathematics and Science Teaching 2009

Idaho State Presidential Award for Excellence in Mathematics and Science Teaching

Finalist 2007 and 2009

Teacher of the Year 2008 and 2014 – Meridian Academy

Executive Director – Idaho Science Mathematics Technology Coalition 2013 - present

President Idaho Council of Teachers of Mathematics – 2012 – present

NCTM membership – 1984 – present ICTM membership – 2001 – present

Publications

Idaho State Department of Education, “Idaho Math Academy: Professional Development for Teachers of Grades 5 – 8” – Contributed lessons plans on:

Focus: Geometry and Measurement Focus: Algebra and Data Analysis

Idaho Council of Teachers of Mathematics – *Pinnacle* – “The Range Game” (Fall 2009)

Grants

The Education Foundation for Joint School District No. 2 for the purpose of “Integrating Technology with Mathematics” - \$2,390.50 (2006), \$4,000 (2009), \$1,300 (2014)

Idaho National Laboratory Grant for the ICTM 2009 Fall Conference - \$2,000.00

Governor’s Innovative Grant 2008-2009 for the purpose of “Building Models to Enhance Learning” - \$650.00

Mathematic Courses/Professional Development in the Last Five Years

Northwestern Nazarene University - Keep Learning on Track – 2013

Boise State - Writing Project (Math emphasis) – 2013 i-STEM - 2014

University of Idaho – Student Teacher Supervision - 2012

Mathematical Thinking for Instruction Grades 4 – 8 – 2009

Two day conference on Geometry – NCTM - 2012

MTI (Mathematical Thinking for Instruction) Instructor Conference (3 days) - 2009

TI Technology Training - 2008- 2014

NCTM Conference in Denver, CO – 2013, ICTM Conferences – 2003 – 2013

**CONSENT AGENDA
AUGUST 13, 2015**

Professional Standards Commission Members – 2015-2016

Clara Allred
Special Education Administrator
Twin Falls SD #411

Margaret Chipman
School Board Member
Weiser SD #431

Kristi Enger
Profession-Technical Education
Division of Professional-Technical Education

Deb Hedeem
Public Higher Education
Idaho State University

Esther Henry, Chair
Secondary Classroom Teacher
Jefferson County Joint SD #251

Dana Johnson
Private Higher Education
Brigham Young University - Idaho

Pete Koehler
State Department of Education
Idaho Department of Education

Vacant
Secondary Classroom Teacher

Charlotte McKinney
Secondary Classroom Teacher
Mountain View SD #244

Becky Meyer
Secondary School Principal
Lake Pend Oreille SD #84

Kim Mikolajczyk
School Counselor
Moscow SD #281

Laural Nelson
School Superintendent
Idaho Digital Learning Academy

Mikki Nuckols, Vice Chair
Secondary Classroom Teacher
Bonneville Joint SD #93

Tony Roark
Public Higher Education – Letters and Sciences
Boise State University

Elisa Saffle
Elementary School Principal
Bonneville Joint SD #93

Donna Sulfridge
Elementary Classroom Teacher
Mountain Home SD #193

Heather Van Mullem
Public Higher Education
Lewis-Clark State College

Ginny Welton
Exceptional Child Education
Coeur d'Alene SD #271

**CONSENT AGENDA
AUGUST 13, 2015**

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**CONSENT AGENDA
AUGUST 13, 2015**

SUBJECT

2014-2015 Accreditation Summary Report of Idaho Schools

REFERENCE

August 2011
August 2012

Board accepted the 2010–2011 Accreditation Report.
Board accepted the 2011-2012 Accreditation Report.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.140, Accreditation

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, must be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. Section 33-119, Idaho Code authorizes the Board to establish the accreditation standards. The State Board of Education through administrative rule requires schools to meet the accreditation standards of the Northwest Accreditation Commission (NWAC) a Division of AdvancEd.

In accordance with IDAPA 08.02.02.140, an annual accreditation report is being submitted to the State Board of Education. This report outlines the accreditation status of Idaho’s schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private and parochial schools that have voluntarily seek accreditation.

ATTACHMENTS

Attachment 1 – 2014–2015 Accreditation Summary Report of
Idaho Schools

Page 3

BOARD ACTION

I move to accept the 2014–2015 Accreditation Summary Report of Idaho Schools as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
AUGUST 13, 2015**

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CONSENT AGENDA AUGUST 13, 2015

<u>Org Name</u>	<u>District Name</u>	<u>Org Type</u>	<u>Org City</u>	<u>Accreditation Status</u>	<u>Accreditation Date of Initial</u>	
					<u>Expiration</u>	<u>Accreditation</u>
Aberdeen High School	Aberdeen District	High School	Aberdeen	Accredited	6/30/2017	7/1/1939
Boise State University TRIO Upward Bound	Agency	Supplementary School	Boise	Accredited	6/30/2016	7/1/2010
Centennial Job Corps Civilian Conservation Center	Agency	Career Technical	Nampa	Accredited	6/30/2019	7/1/1973
Coeur d'Alene Tribal School	Agency	Elementary	Desmet	Accredited	6/30/2015	7/1/2010
Idaho Digital Learning Academy	Agency	Digital Learning	Meridian	Accredited	6/30/2015	7/1/2002
Idaho School for the Deaf and Blind	Agency	Unit School	Gooding	Accredited	6/30/2018	7/1/1994
Juniper Hills - Nampa	Agency	Adjudicated Students	Nampa	Accredited	6/30/2015	7/1/2006
Juniper Hills High School-St. Anthony	Agency	Adjudicated Students	St. Anthony	Accredited	6/30/2015	7/1/1984
Juniper Hills School - Lewiston	Agency	Adjudicated Students	Lewiston	Accredited	6/30/2015	7/1/2007
Northwest Children's Home Education Center	Agency	Adjudicated Students	Lewiston	Accredited	6/30/2016	7/1/1981
Robert Janss School	Agency	Adjudicated Students	Boise	Accredited	6/30/2017	7/1/1984
Sequel Three Springs	Agency	Adjudicated Students	Mountain Home	Accredited	6/30/2017	7/1/2002
Shoshone Bannock Schools	Agency	High School	Fort Hall	Accredited	6/30/2019	7/1/1984
American Falls High School	American Falls Joint District	High School	American Falls	Accredited	6/30/2015	7/1/1920
Idaho City Middle/High School	Basin School District	High School	Idaho City	Accredited	6/30/2019	7/1/2000
Bear Lake High School	Bear Lake County District	High School	Montpelier	Accredited	6/30/2018	7/1/1930
Blackfoot High School	Blackfoot District	High School	Blackfoot	Accredited	6/30/2015	7/1/1920
Independence High School	Blackfoot District	High School	Blackfoot	Accredited	6/30/2015	7/1/2004
Carey School	Blaine County District	Unit School	Carey	Accredited	6/30/2019	7/1/1946
Silver Creek High School	Blaine County District	High School	Hailey	Accredited	6/30/2018	7/1/2010
Wood River High School	Blaine County District	High School	Hailey	Accredited	6/30/2015	7/1/1941
Bliss School	Bliss Joint School District	High School	Bliss	Accredited	6/30/2017	7/1/1976
Boise High School	Boise Independent District	High School	Boise	Accredited	6/30/2018	7/1/1918
Borah High School	Boise Independent District	High School	Boise	Accredited	6/30/2018	7/1/1958
Capital High School	Boise Independent District	High School	Boise	Accredited	6/30/2019	7/1/1965
East Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Fairmont Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Frank Church High School	Boise Independent District	High School	Boise	Accredited	6/30/2015	7/1/2008
Hillside Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Les Bois Jr. High	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
North Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Riverglen Junior High	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
South Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Timberline High School	Boise Independent District	High School	Boise	Accredited	6/30/2018	7/1/1998
West Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Bonneville High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2019	7/1/1934
Bonneville Online School	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	6/30/2018	7/1/2009
Hillcrest High School	Bonneville Joint District	High School	Ammon	Accredited	6/30/2016	7/1/1993
Lincoln High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2016	7/1/2003
Rocky Mountain Middle School	Bonneville Joint District	Middle School	Idaho Falls	Accredited	6/30/2018	7/1/2003
Sandcreek Middle School	Bonneville Joint District	Middle School	Idaho Falls	Accredited	6/30/2019	7/1/2002
Technical Careers High School	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/30/2019	7/1/2014
Bonnors Ferry High School	Boundary County District	High School	Bonnors Ferry	Accredited	6/30/2015	7/1/1920
Rimrock Junior/Senior High School	Bruneau-Grand View Joint District	High School	Bruneau	Accredited	6/30/2015	7/1/1980
Buhl High School	Buhl Joint District	High School	Buhl	Accredited	6/30/2016	7/1/1920
Butte County High School	Butte County Joint District	High School	Arco	Accredited	6/30/2019	7/1/1951

CONSENT AGENDA AUGUST 13, 2015

Caldwell High School	Caldwell District	High School	Caldwell	Accredited	6/30/2019	7/1/1918
Canyon Springs High School	Caldwell District	High School	Caldwell	Accredited	6/30/2016	7/1/2007
Camas County School	Camas County District	High School	Fairfield	Accredited Under Review	6/30/2019	7/1/1954
Cambridge Junior/Senior High School	Cambridge Joint District	High School	Cambridge	Accredited	6/30/2020	7/1/1960
COSSA Academy	Canyon Owyhee School Service Agency	Career Technical	Wilder	Accredited	6/30/2015	7/1/2001
Cascade Jr./Sr. High School	Cascade District	High School	Cascade	Accredited	6/30/2019	7/1/1938
Burley High School	Cassia County Joint District	High School	Burley	Accredited	6/30/2017	7/1/1926
Burley Junior High School	Cassia County Joint District	Middle School	Burley	Accredited	6/30/2017	7/1/1979
Cassia High School	Cassia County Joint District	High School	Burley	Accredited	6/30/2015	7/1/2007
Declo High School	Cassia County Joint District	High School	Declo	Accredited	6/30/2017	7/1/1954
Oakley Jr/Sr High School	Cassia County Joint District	High School	Oakley	Accredited	6/30/2018	7/1/1948
Raft River Jr/Sr High School	Cassia County Joint District	High School	Malta	Accredited	6/30/2017	7/1/1960
Castleford Public Schools	Castleford District	Unit School	Castleford	Accredited	6/30/2017	7/1/1951
Challis High School	Challis Joint District	High School	Challis	Accredited Under Review	6/30/2019	7/1/1934
Clark County High School	Clark County School District #161	High School	Dubois	Accredited Under Review	6/30/2019	7/1/1973
Coeur d'Alene Charter Academy	Coeur D Alene District	Unit School	Coeur D Alene	Accredited	6/30/2017	7/1/2007
Coeur d'Alene High School	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2017	7/1/1921
Lake City High School	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2017	7/1/1994
Venture High School	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2017	7/1/2007
INSPIRE, The Idaho Connections Academy	Connections Education Charter	Digital Learning	Boise	Accredited	6/30/2017	7/1/2006
Prairie High School	Cottonwood Joint District	High School	Cottonwood	Accredited	6/30/2018	7/1/1934
Council School	Council District	High School	Council	Accredited	6/30/2019	7/1/1959
Culdesac School	Culdesac Joint District	Unit School	Culdesac	Accredited on Advisement	6/30/2018	7/1/1934
Dietrich School	Dietrich District	Unit School	Dietrich	Accredited	6/30/2019	7/1/1985
Black Canyon Alternative High School	Emmett Independent District	High School	Emmett	Accredited	6/30/2015	7/1/2005
Emmett High School	Emmett Independent District	High School	Emmett	Accredited	6/30/2019	7/1/1921
Payette River Regional Technical Academy	Emmett Independent District	Career Technical	Emmett	Accredited	6/30/2019	7/1/2009
Filer High School	Filer District	High School	Filer	Accredited	6/30/2016	7/1/1927
Firth High School	Firth District	High School	Firth	Accredited	6/30/2017	7/1/1934
North Fremont High School	Fremont County Joint District	High School	Ashton	Accredited	6/30/2017	7/1/1931
South Fremont High School	Fremont County Joint District	High School	St. Anthony	Accredited	6/30/2017	7/1/1928
Fruitland High School	Fruitland District	High School	Fruitland	Accredited	6/30/2019	7/1/1933
Garden Valley Public School	Garden Valley District	Unit School	Garden Valley	Accredited	6/30/2016	7/1/1976
Genesee School	Genesee Joint District	Unit School	Genesee	Accredited	6/30/2019	7/1/1925
Glenns Ferry High School	Glenns Ferry Joint District	Unit School	Glenns Ferry	Accredited	6/30/2016	7/1/1934
Gooding High School	Gooding Joint District	High School	Gooding	Accredited	6/30/2020	7/1/1920
Grace Jr/Sr High School	Grace Joint District	High School	Grace	Accredited	6/30/2016	7/1/1933
Hagerman High School	Hagerman Joint District	High School	Hagerman	Accredited	6/30/2019	7/1/1938
Hansen Junior/Senior High School	Hansen District	High School	Hansen	Accredited	6/30/2016	7/1/2007
Highland School	Highland Joint District	Unit School	Craigmont	Accredited	6/30/2015	7/1/1960
Homedale High School	Homedale Joint District	High School	Homedale	Accredited	6/30/2015	7/1/1941
Horseshoe Bend High School	Horseshoe Bend School District	High School	Horseshoe Bend	Accredited	6/30/2015	7/1/2000
Compass Academy	Idaho Falls School District 91	High School	Idaho Falls	Accredited Under Review	6/30/2019	7/1/2014
Emerson Alternative High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2016	7/1/2005
Idaho Falls High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2015	7/1/1920
Skyline High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2015	7/1/1966
Jefferson Alternative High School	Jefferson County Jt District	High School	Menan	Accredited	6/30/2015	7/1/2003
Rigby High School	Jefferson County Jt District	High School	Rigby	Accredited	6/30/2019	7/1/1937
Jerome High School	Jerome Joint District	High School	Jerome	Accredited	6/30/2020	7/1/1924

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Idaho Virtual Academy	K12, Inc. Charter	Digital Learning	Meridian	Accredited	6/30/2019	7/1/2005
Idaho Virtual Academy Alternative High School	K12, Inc. Charter	Digital Learning	Meridian	Accredited	6/30/2019	7/1/2014
Kamahia High School	Kamahia Joint District	High School	Kamahia	Accredited	6/30/2016	7/1/1941
Kellogg High School	Kellogg Joint District	High School	Kellogg	Accredited	6/30/2015	7/1/1920
Kendrick Jr/Sr High School	Kendrick Joint School District	High School	Kendrick	Accredited	6/30/2019	7/1/1997
Kimberly High School	Kimberly District	High School	Kimberly	Accredited	6/30/2016	7/1/1934
Kootenai Jr Sr High School	Kootenai District	High School	Harrison	Accredited	6/30/2019	7/1/1985
Initial Point High School	Kuna Joint District	High School	Kuna	Accredited	6/30/2018	7/1/2009
Kuna High School	Kuna Joint District	High School	Kuna	Accredited	6/30/2015	7/1/1934
Clark Fork Junior Senior High School	Lake Pend Oreille District	High School	Clark Fork	Accredited	6/30/2016	7/1/1972
Lake Pend Oreille High School	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2020	6/18/2012
Sandpoint High School	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2019	7/1/1918
Lakeland High School	Lakeland School District	High School	Rathdrum	Accredited	6/30/2016	7/1/1939
Mountain View Alternative High School	Lakeland School District	High School	Rathdrum	Accredited	6/30/2016	7/1/2007
Timberlake Senior High School	Lakeland School District	High School	Spirit Lake	Accredited	6/30/2016	7/1/1998
Lapwai High School	Lapwai School District	High School	Lapwai	Accredited	6/30/2016	7/1/1934
Jenifer Junior High School	Lewiston Independent District	Middle School	Lewiston	Accredited	6/30/2018	7/1/1989
Lewiston High School	Lewiston Independent District	High School	Lewiston	Accredited	6/30/2018	7/1/1920
Sacajawea Junior High School	Lewiston Independent District	Middle School	Lewiston	Accredited	6/30/2018	7/1/1989
Tammany Alternative Center	Lewiston Independent District	High School	Lewiston	Accredited	6/30/2019	7/1/2014
Mackay Junior Senior High School	Mackay Joint District	High School	Mackay	Accredited	6/30/2015	7/1/2007
Central High School	Madison School District #321	High School	Rexburg	Accredited	6/30/2015	7/1/2014
Madison High School	Madison School District #321	High School	Rexburg	Accredited	6/30/2015	7/1/1934
Madison Junior High School	Madison School District #321	Middle School	Rexburg	Accredited	6/30/2017	7/1/2008
Marsh Valley High School	Marsh Valley Joint District	High School	Arimo	Accredited	6/30/2015	7/1/1934
Marsing High School	Marsing Joint District	High School	Marsing	Accredited	6/30/2020	7/1/1970
McCall-Donnelly High School	Mc Call-donnelly District	High School	McCall	Accredited	6/30/2015	7/1/1946
Meadows Valley School	Meadows Valley District	Unit School	New Meadows	Accredited	6/30/2018	7/1/1973
Melba High School	Melba Joint District	High School	Melba	Accredited	6/30/2016	7/1/1941
Atlas School	Middleton District	High School	Middleton	Accredited	6/30/2019	6/18/2012
Middleton High School	Middleton District	High School	Middleton	Accredited	6/30/2020	7/1/1967
Middleton Middle School	Middleton District	Middle School	Middleton	Accredited	6/30/2020	7/1/2007
Midvale School	Midvale District	Unit School	Midvale	Accredited	6/30/2020	7/1/1945
ARTEC Regional Professional Technical Charter School	Minidoka County Joint District	Career Technical	Twin Falls	Accredited	6/30/2016	7/1/2007
Minico High School	Minidoka County Joint District	High School	Rupert	Accredited	6/30/2019	7/1/1929
Mt. Harrison Junior/Senior High School	Minidoka County Joint District	High School	Heyburn	Accredited	6/30/2017	7/1/2007
A. B. McDonald Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2015	7/1/2002
J. Russell Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2015	7/1/2002
Lena Whitmore Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2015	7/1/2002
Moscow High School	Moscow School District	High School	Moscow	Accredited	6/30/2015	7/1/1920
Moscow Middle School	Moscow School District	Middle School	Moscow	Accredited	6/30/2015	7/1/1974
Paradise Creek Regional High School	Moscow School District	High School	Moscow	Accredited	6/30/2015	7/1/2007
West Park Elementary School	Moscow School District	Elementary	Moscow	Accredited	6/30/2015	7/1/2002
Bennett Mountain High School	Mountain Home School District #193	High School	Mountain Home	Accredited	6/30/2015	
Mountain Home High School	Mountain Home School District #193	High School	Mountain Home	Accredited	6/30/2015	7/1/1923
Clearwater Valley Junior/Senior High School	Mountain View School District	High School	Kooskia	Accredited	6/30/2020	7/1/2007
Grangeville High School	Mountain View School District	High School	Grangeville	Accredited	6/30/2017	7/1/1990
Mullan Junior Senior School	Mullan District	High School	Mullan	Accredited	6/30/2018	7/1/1922
Murtaugh Junior/Senior High School	Murtaugh Joint District	High School	Murtaugh	Accredited	6/30/2015	7/1/1958

CONSENT AGENDA AUGUST 13, 2015

Columbia High School	Nampa School District	High School	Nampa	Accredited	6/30/2016	7/1/2007
Idaho Arts Charter School	Nampa School District	High School	Nampa	Accredited	6/30/2016	7/1/2007
Nampa High School	Nampa School District	High School	Nampa	Accredited	6/30/2016	7/1/1920
Parkview High School	Nampa School District	High School	Nampa	Accredited	6/30/2016	7/1/2008
Ridgeline High School	Nampa School District	High School	Nampa	Accredited	6/30/2016	7/1/2007
Skyview High School	Nampa School District	High School	Nampa	Accredited	6/30/2016	7/1/1997
New Plymouth High School	New Plymouth District	High School	New Plymouth	Accredited	6/30/2019	7/1/1950
New Plymouth Middle School	New Plymouth District	Middle School	New Plymouth	Accredited	6/30/2019	7/1/1997
Nezperce High School	Nezperce Joint District	High School	Nez Perce	Accredited	6/30/2018	7/1/1938
North Gem Senior High School	North Gem District	High School	Bancroft	Accredited	6/30/2015	7/1/1942
Notus Jr/Sr High School	Notus District	High School	Notus	Accredited	6/30/2018	7/1/2002
Malad High School	Oneida County District	High School	Malad	Accredited	6/30/2019	7/1/1936
Idaho Youth Challenge Academy	Orofino Joint School District # 171	Tutoring	Pierce	Accredited	6/30/2019	7/1/2014
Orofino High School	Orofino Joint School District # 171	High School	Orofino	Accredited	6/30/2019	7/1/1934
Timberline High School	Orofino Joint School District # 171	High School	Weippe	Accredited	6/30/2019	7/1/1970
Parma High School	Parma District	High School	Parma	Accredited	6/30/2016	7/1/1934
Payette High School	Payette Joint District	High School	Payette	Accredited	6/30/2017	7/1/1921
Lakeside Jr. Sr. High School	Plummer-worley Joint District	High School	Plummer	Accredited	6/30/2017	7/1/1928
Century High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2019	7/1/1999
Highland Senior High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2016	7/1/1963
New Horizon High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2016	7/1/2007
Pocatello High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2018	7/1/1918
New Vision High School	Post Falls School District	High School	Post Falls	Accredited	6/30/2019	7/1/2013
Post Falls High School	Post Falls School District	High School	Post Falls	Accredited	6/30/2016	7/1/1934
Potlatch Jr/Sr High School	Potlatch District	High School	Potlatch	Accredited	6/30/2017	7/1/1934
Franklin County High School	Preston School District #201	High School	Preston	Accredited	6/30/2017	7/1/2008
Preston High School	Preston School District #201	High School	Preston	Accredited	6/30/2016	7/1/1935
Alzar School	PRIVATE	Wilderness	Cascade	Accredited	6/30/2018	7/1/2009
Boise Girls Academy	PRIVATE	High School	Boise	Accredited	6/30/2020	7/1/2015
Boulder Creek Academy	PRIVATE	High School	Bonnors Ferry	Accredited Under Review	6/30/2019	7/1/2005
Calvary Chapel Christian School-Nampa	PRIVATE	Unit School	Nampa	Accredited	6/30/2016	7/1/2007
Cherry Gulch	PRIVATE	High School	Emmett	Accredited	6/30/2019	7/1/2006
CornerStone Christian Academy	PRIVATE	Elementary	Post Falls	Accredited	6/30/2016	7/1/2007
Ekklesia Christian School	PRIVATE	High School	Eagle	Accredited	6/30/2016	7/1/2007
Elk Mountain Academy	PRIVATE	Adjudicated Students	Clark Fork	Accredited	6/30/2020	7/1/1996
Family Academy	PRIVATE	Unit School	Arco	Accredited	6/30/2017	7/1/2007
Greenleaf Friends Academy	PRIVATE	Unit School	Greenleaf	Accredited	6/30/2016	7/1/1995
Hope Christian Academy	PRIVATE	High School	Marsing	Accredited	6/30/2018	7/1/1992
Innercept Academy	PRIVATE	High School	Coeur d'Alene	Accredited Under Review	6/30/2019	7/1/2006
North Valley Academy	PRIVATE	Unit School	Gooding	Accredited	6/30/2017	7/1/2008
Northwest Academy	PRIVATE	High School	Naples	Accredited Under Review	6/30/2019	7/1/2005
Project PATCH School	PRIVATE	High School	Garden Valley	Accredited	6/30/2019	7/1/2003
Saint Joseph Seminary	PRIVATE	High School	Rathdrum	Accredited	6/30/2018	7/1/2009
Sheridan Academy	PRIVATE	Tutoring	Meridian	Accredited	6/30/2016	7/1/1997
Summit Academy	PRIVATE	Unit School	Cottonwood	Accredited	6/30/2017	7/1/2007
The Learning Academy of Teton Valley, Inc.	PRIVATE	Unit School	Driggs	Accredited on Advisement	6/30/2016	7/1/2007
The North Fork School	PRIVATE	Supplementary School	McCall	Accredited	6/30/2015	7/1/2001
The Patriot Center	PRIVATE	Adjudicated Students	Emmett	Accredited	6/30/2015	7/1/2005
Wisdom Ranch School	PRIVATE	High School	Arco	Accredited	6/30/2018	7/1/2002

CONSENT AGENDA AUGUST 13, 2015

Richfield School	Richfield District	Unit School	Richfield	Accredited	6/30/2015	7/1/1988
Ririe High School	Ririe Joint School District #252	High School	Ririe	Accredited	6/30/2016	7/1/1945
Rockland Public School	Rockland District	Unit School	Rockland	Accredited	6/30/2017	7/1/2007
Salmon Jr.-Sr. High School	Salmon District	High School	Salmon	Accredited	6/30/2016	7/1/1931
Salmon River High School	Salmon River Joint School Dist	High School	Riggins	Accredited	6/30/2016	7/1/2007
Shelley High School	Shelley Joint District	High School	Shelley	Accredited	6/30/2019	7/1/1935
High Desert High School	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2018	6/18/2012
Shoshone High School	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2018	7/1/1929
Snake River High School	Snake River District	High School	Blackfoot	Accredited	6/30/2015	7/1/1934
Soda Springs High School	Soda Springs Joint District	High School	Soda Springs	Accredited	6/30/2018	7/1/1933
Leadore School	South Lemhi District	Unit School	Leadore	Accredited	6/30/2016	7/1/2007
St. Maries High School	St Maries Joint District	High School	St Maries	Accredited	6/30/2019	7/1/1921
American Heritage Charter School	State Charter	Elementary	Idaho Falls	Accredited	6/30/2015	
Another Choice Virtual Charter School	State Charter	Digital Learning	Nampa	Accredited	6/30/2018	7/1/2010
Compass Public Charter School	State Charter	Unit School	Meridian	Accredited	6/30/2016	7/1/2007
Falcon Ridge Public Charter School	State Charter	Unit School	Kuna	Accredited Probation	6/30/2018	7/1/2007
Forrest M. Bird Charter School	State Charter	High School	Sandpoint	Accredited	6/30/2018	7/1/2008
Heritage Community Charter School	State Charter	Unit School	Caldwell	Accredited	6/30/2019	7/1/2014
ICON (Idaho Connects Online School)	State Charter	Digital Learning	Boise	Accredited	6/30/2018	7/1/2009
iSucceed Virtual High School	State Charter	Digital Learning	Boise	Accredited Probation	6/30/2018	7/1/2008
Kootenai Bridge Academy	State Charter	High School	Coeur D Alene	Accredited	6/30/2018	7/1/2009
Legacy Charter School	State Charter	Elementary	Nampa	Accredited	6/30/2019	6/18/2012
Liberty Charter School	State Charter	Unit School	Nampa	Accredited	6/30/2017	7/1/2002
North Idaho Stem Charter Academy	State Charter	Unit School	Rathdrum	Accredited	6/30/2019	7/1/2014
North Star Charter School	State Charter	Unit School	Eagle	Accredited	6/30/2015	7/1/2007
Richard McKenna Charter High School	State Charter	Digital Learning	Mountain Home	Accredited	6/30/2018	7/1/2000
Sage International School of Boise	State Charter	High School	Boise	Accredited on Advisement	6/30/2018	7/1/2013
Taylor's Crossing Public Charter School	State Charter	Unit School	Idaho Falls	Accredited	6/30/2017	7/1/2007
Upper Carmen Public Charter School	State Charter	Middle School	Carmen	Accredited	6/30/2018	7/1/2010
Victory Charter School	State Charter	Unit School	Nampa	Accredited	6/30/2017	7/1/2008
Xavier Charter School	State Charter	Unit School	Twin Falls	Accredited	6/30/2019	7/1/2008
Sugar-Salem High School	Sugar-Salem District #22	High School	Sugar City	Accredited	6/30/2018	7/1/1936
Sugar-Salem Junior High School	Sugar-Salem District #22	Middle School	Sugar City	Accredited	6/30/2019	7/1/2014
Teton High School	Teton County District	High School	Driggs	Accredited	6/30/2019	7/1/1997
Teton Middle School	Teton County District	Middle School	Driggs	Accredited	6/30/2019	7/1/1997
Troy School	Troy School District	Unit School	Troy	Accredited	6/30/2020	7/1/1934
Canyon Ridge High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2018	7/1/2009
Magic Valley High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2019	7/1/2003
Twin Falls High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2016	7/1/1918
Valley High School	Valley District	High School	Hazelton	Accredited	6/30/2015	7/1/1928
Rivervue Academy	Vallivue School District	High School	Caldwell	Accredited	6/30/2018	7/1/2013
Thomas Jefferson Charter School	Vallivue School District	Unit School	Caldwell	Accredited	6/30/2017	7/1/2007
Vallivue Academy	Vallivue School District	High School	Caldwell	Accredited	6/30/2017	7/1/2008
Vallivue High School	Vallivue School District	High School	Caldwell	Accredited	6/30/2016	7/1/1963
Vision Charter School	Vision Charter School	High School	Caldwell	Accredited	6/30/2018	7/1/2010
Wallace Jr./Sr. High School	Wallace School District #393	High School	Wallace	Accredited	6/30/2018	7/1/1920
Weiser High School	Weiser School District	High School	Weiser	Accredited	6/30/2018	7/1/1920
Wendell High School	Wendell District	High School	Wendell	Accredited	6/30/2019	7/1/1934
Centennial High School	West Ada School District	High School	Boise	Accredited	6/30/2017	7/1/1987

CONSENT AGENDA AUGUST 13, 2015

Central Academy High School	West Ada School District	High School	Meridian	Accredited	6/30/2016	7/1/2007
Eagle Academy High School	West Ada School District	High School	Eagle	Accredited	6/30/2017	7/1/2002
Eagle High School	West Ada School District	High School	Eagle	Accredited	6/30/2017	7/1/1995
Idaho Fine Arts Academy	West Ada School District	High School	Eagle	Accredited on Advisement	6/30/2018	7/1/2007
Meridian Academy High School	West Ada School District	High School	Meridian	Accredited	6/30/2020	7/1/2003
Meridian Medical Arts Charter High School	West Ada School District	High School	Meridian	Accredited	6/30/2015	7/1/2005
Meridian Senior High School	West Ada School District	High School	Meridian	Accredited	6/30/2017	7/1/1934
Meridian Technical Charter High School	West Ada School District	High School	Meridian	Accredited	6/30/2017	7/1/2000
Mountain View High School	West Ada School District	High School	Meridian	Accredited	6/30/2018	7/1/2005
Renaissance High School	West Ada School District	High School	Meridian	Accredited	6/30/2018	7/1/2010
Rocky Mountain High School	West Ada School District	High School	Meridian	Accredited	6/30/2017	7/1/2008
Priest River-Lamanna High School	West Bonner County District	High School	Priest River	Accredited	6/30/2017	7/1/1942
West Jefferson High School	West Jefferson District	High School	Terreton	Accredited	6/30/2015	7/1/1967
West Side High School	West Side Joint District	High School	Dayton	Accredited	6/30/2019	7/1/1968
Deary School	Whitepine Jt School District	Unit School	Deary	Accredited	6/30/2015	7/1/1989
Idaho Distance Education Academy	Whitepine Jt School District	Digital Learning	Deary	Accredited	6/30/2020	7/1/2007
Wilder Middle/High School	Wilder District	High School	Wilder	Accredited	6/30/2019	7/1/1939

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY ANNUAL REPORT	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	DIVISION OF PROFESSIONAL-TECHNCIAL EDUCATION ANNUAL REPORT	Information Item
4	GOVERNOR'S TASK FORCE RECOMMENDATIONS UPDATE	Motion to Approve
5	IDAHO BUSINESS FOR EDUCATION – 60% ATTAINMENT GOAL/TASK FORCE RECOMMENDATION IMPLEMENTATION	Motion to Approve
6	LITERACY IMPLEMENTATION SUBCOMMITTEE REPORT AND RECOMENDATION	Motion to Approve
7	COMPULSORY ATTENDANCE RESEARCH	Motion to Approve
8	PROPOSED RULE IDAPA 08.01.09, GEAR UP IDAHO SCHOLARSHIP	Motion to Approve
9	PROPOSED RULE IDAPA 08.01.13, OPPORTUNITY SCHOLARSHIP	Motion to Approve
10	PROPOSED RULE IDAPA 08.02.01, CONTINUOUS IMPROVEMENT PLANS	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015**

11 **PROPOSED RULE IDAPA 08.02.02, TEACHER
CERTIFICATION** Motion to Approve

12 **PROPOSED RULE IDAPA 08.02.03,
GRADUATION REQUIREMENTS –
PROFICIENCY, MIDDLE SCHOOL CREDITS** Motion to Approve

13 **PROPOSED RULE IDAPA 08.02.03,
ADVANCED OPPORTUNITIES** Motion to Approve

14 **PROPOSED RULE IDAPA 08.02.05, SEED
CERTIFICATION** Motion to Approve

15 **PROPOSED RULE IDAPA 47.01.01
VOCATIONAL REHABILITATION,
INCORPORATION BY REFERENCE** Motion to Approve

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Idaho State University's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Progress Report

Page 3

BOARD ACTION

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

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Pocatello | Idaho Falls | Meridian | Twin Falls

Idaho State
UNIVERSITY



Who We Are



- Established in 1901; University in 1960
- Comprehensive University with a Health Care Mission
- Commitment to Teaching and Research
- Accredited by NWCCU – Reaffirmed January 2015



What We Offer



More than 250 academic
and certificate programs –
Ranging from
professional-technical
to graduate degrees

Idaho State

UNIVERSITY



Who We Serve

ISU has educational centers across Idaho

- Statewide health care mission
- Service Regions: IV, V, VI





Who We Serve



- *14,371 students from 48 states and 59 countries
- 82% of ISU students are from Idaho

** Fall 2014 Census Headcount*



Early College Access



- 2,232 high school students participated in the program in FY2015
- 47 Renaissance High School students graduated with their associate's degree in May 2015



Student Success



*Retention Efforts Continue

FY 2015 = 71.30%

FY 2014 = 66.80%

FY 2013 = 62.10%

FY 2012 = 62.00%

** First-time, full-time degree seeking*



Bridging the Gap



Bengal Bridge Program

- Started in Summer 2014; 96% enrolled in Fall 2014
- Started in Summer 2013; 80% enrolled in Fall 2013

START Program

- Since the start of the program in Summer 2011, 85% of students have retained or graduated

** Pilot Programs*



CPI Success



- 890 students participated in the Career Path Internship program in 2014-15
- Average GPA is 3.12
- 91% of students retained or graduated



Graduate School Growth



Applications for Fall 2015 are up more than 9%

Fall 2015 = *2,517

Fall 2014 = 2,294

College Week Live utilized to engage prospective students around the globe

** As of July 11, 2015*



Health Care Leader



- More than 1/3 of ISU's degrees awarded are in the health professions
- Programs are in high demand: 3,090 applications, 725 accepted
- ISU offers *12 of the top 15 health professions careers in highest demand in 2014 and 2015

** According to Forbes and U.S. News & World Report*



Leadership
Health Sciences

Statewide Health Mission



- Audiology Au.D., Ph.D.
- Physical Therapy D.P.T., Ph.D.
- Occupational Therapy M.O.T.
- Pharmaceutical Science M.S., Ph.D.
- Pharmacy Practice Pharm.D.
- Nursing Ph.D.
- Physician Assistant M.P.A.S.
- Speech Pathology M.S.
- Health Education M.H.E.
- Public Health M.P.H.
- Health Physics B.S., M.S., Ph.D.
- Dental Hygiene B.S., M.S.
- Medical Lab Science B.S., M.S.
- Clinical Psychology Ph.D.



Residency Programs



- The only Idaho institution to sponsor an accredited graduate medical and dental education programs
- 6 out of 7 of the 2015 Family Medicine Residency graduates are staying in Idaho



Cutting-Edge Facilities



New \$6 million state-of-the-art Treasure Valley A&P Lab

- 42 Physician Assistant students will be using the lab this fall
- Distance learning technology makes the lab accessible to 200 high schools across the state

\$1 million in upgrades to the Pocatello A&P lab



Research & Development



External funding awarded annually to ISU

*FY 2015 = \$25,309,512
FY 2014 = \$25,022,334
FY 2013 = \$23,911,923

** FY 2015 data is tentative as of July 13, 2015*



Institute of Rural Health



- Since its creation in 1989, the IRH has secured \$40 million in federal, state and private funding
- IRH projects include telehealth, traumatic brain injury and suicide prevention



Bengal Pharmacy, LLC



- Owned by the ISU Foundation and operated in partnership with ISU's College of Pharmacy
- Now serving rural Idaho with telepharmacy locations in Arco and Challis



Health-Teaching Clinics



- PT/OT Pocatello
- Speech & Language Pocatello
- Speech & Language Meridian
- Audiology Pocatello
- Counseling Pocatello
- Counseling Meridian
- Dental Pocatello
- Dental Meridian
- Dental Hygiene Pocatello
- Dental Hygiene Idaho Falls
- Wellness Center
- Psychology
- Family Medicine
- Health Center



Family Medicine Clinic



Partnership with HealthWest, a federally-funded community health center

ISU Family Medicine Residents:

- Cared for 3,902 HealthWest patients
- Served 1,366 uninsured HealthWest patients
- Ordered 1,867 immunizations
- Delivered 306 HealthWest babies



Speech Language Clinic



- Fosters speech and language skills in children with difficulties in these areas
- Intensive summer clinic served 12 children between the ages of 18 months–5 years old participated in July

Go Bengals!



PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Tony Fernandez, Lewis-Clark State College President and current chair of the Presidents' Council, will give a report on three major initiatives or issues the Presidents' Council will be addressing in the coming year and the recent activities of the Council and answer questions. The Presidents' Council last met on August 11th, 2015.

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015

SUBJECT

Idaho Division of Professional-Technical Education (PTE)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for PTE to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Dwight Johnson, Administrator of the Division of Professional-Technical Education, will provide an overview of PTE's progress in carrying out the agency's strategic plan.

ATTACHEMENTS

Attachment 1 – Progress Report

Page 3

BOARD ACTION

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

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1. Enhance PTE Image – Communicate Value

- Mission: Preparing youth and adults for high-skill, in-demand careers
- PTE communications plan
- Update name: Professional-Technical Education / Career & Technical Education ★

2. Develop Resources to Grow PTE

- Postsecondary: Demonstrate ROI for FY2017 ★
 - 76% increase in graduation in \$19+ hour jobs and 48% reduction in waiting list with 10% increase in funding in 30 programs
- Postsecondary: Study Committee formed to develop future funding formula
- Secondary: Implement Performance Based Funding for all PTE programs ★
- Secondary: Move from ADA to Enrollment for PT high schools ★

3. Increase Advanced Opportunities

- Horizontal and vertical alignment of first semester student learning outcomes ★

4. Connect Education to Employment



- Micro-certifications to communicate demonstrated skill competency
- Career Guidance: A collaborative approach with PTE (SkillStack), Labor (CIS), SBOE (Next Steps), SDE, IDLA, Idaho State Counselors Assoc.

5. Expand Access to PTE: PTE Digital

- Access for rural and non-traditional students
- New opportunities for all students
- Develop new funding model for FY 2018 – expand versus redistribute

6. Build PTE Teacher Pipeline

- Taskforce formed to focus on recruitment and retention

7. Develop Internal Capacity

- Fully staffed
- Motivated leadership team
- Thoughtful cultural shifts
- Staffing to 2008 level ★

PTE Students Go On!

- 67% of Idaho PTE high school completers enroll in college compared with 53% of the general student population
- 94% of PTE high school graduates found a job or moved into post-secondary education
- 92% of technical college completers found jobs or continued their education

Required Education	Available Jobs
Graduate Degree	
Bachelor Degree	
1-Year Cert OR 2-Year Degree	

1:2:7 Ratio



IDAHO
Division of
Professional-Technical Education

Total PTE FY16 Budget - \$66.92 Million

- Secondary Budget - \$15.85 Million (25%)
- Postsecondary - \$46.50 Million (75%)
- State (General Fund) - \$56.20 Million (84%)
- Federal (Perkins, WIA and ABE) - \$9.28 Million (14%)
- Dedicated = \$1.44 Million (2%)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015

SUBJECT

Governor's Task Force for Improving Education Recommendations Update.

REFERENCE

January 2014	Board received update on Task Force recommendations.
February 2014	Board established two committees to develop plans to implement the recommendations of the Governor's Task Force for Improving Education.
June 2014	Board approved a legislative idea for the career ladder compensation model and a placeholder for legislative ideas related to implementation of the recommendations of the Task Force for Improving Education.
August 2014	Board approved a proposed tiered licensure rule and a proposed rule to ensure learning plans developed at grade eight (8) are reviewed annually throughout a student's high school career.
October 2014	Board adopted recommendations of the Structure and Governance Subcommittee and legislation to move forward the implementation of the 20 recommendations.

BACKGROUND/DISCUSSION

In December 2012, Gov. C.L. "Butch" Otter announced that the State Board of Education would shepherd a discussion about how to improve Idaho's education system to better prepare students for success. A Task Force of 31 individuals, representing a broad and diverse group of stakeholders from across the state, assembled in January 2013 to begin discussion and identify areas of focus. As an overarching goal, the group unanimously adopted the State Board's goal that 60 percent of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020.

After eight months of study and deliberation, the Task Force for Improving Education finalized 20 recommendations. The Board adopted the recommendations understanding that many of them would require further work to develop implementation plans, and shepherd them through to full implementation. To that end the Board established three subcommittees of the Task Force to facilitate this work. These subcommittees included the Career Ladder subcommittee, Structure and Governance subcommittee, and Literacy subcommittee.

The Structure and Governance subcommittee broke into three additional subcommittees: High Expectations, Autonomy and Accountability, and Innovation and Collaboration and brought forward recommendations in October 2014 for Board consideration. The Career Ladder subcommittee brought forward

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recommendations in the form of administrative rules and legislation for the implementation of the Career Ladder in August and October of 2014 and the Literacy subcommittee brought forward recommendations in December of 2014 for Board consideration.

In 2015 the Board formed two additional subcommittee's to continue the work. The Literacy Implementation Subcommittee has completed their initial work and have brought forward their recommendations for Board consideration as a separate agenda item. The Board approved an initial legislative idea at the June 2015 Board meeting pending formal adoption of the final recommendations. The Public School Funding subcommittee is an implementation committee of the Structure and Governance subcommittee and is focused on implementation of the recommendation to re-evaluate the public school funding formula and come up with a formula that addresses all of the varied modes of education students now have access to, increased student mobility, and mastery-based education. This group will also bring forward a recommendation regarding incorporating pupil service staff into the Career Ladder. A third group is the result of the Career Ladder legislation (HB 296 – 2015) and the creation of a Master Teacher Premium (Section, 33-1004I, Idaho code) and is working on the criteria for teachers to earn the Master Teacher Premium for Board consideration at a later date.

IMPACT

This update will afford the Board with the opportunity to ask questions regarding the progress of the implementation of the recommendations and provide additional direction to staff.

ATTACHMENTS

Attachment 1 – Summary or Recommendations Implementation
and Projected Cost

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff is working with the various implementation committee's to help facilitate the implementation of the various recommendations with fidelity. Attachment 1 outlines the 20 recommendations and where each is in the implementation process as well as the projected fiscal impact.

BOARD ACTION

I move to direct staff to continue to work on the implementation of the recommendations and work with legislators and the Governor's office to secure continued support and funding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Task Force for Improving Education Recommendations Summary

Goal: High Performing Schools Statewide - Measure: 60% Post-Secondary Completion

Structural Change (2013 Committee)

Guiding Principle #1: Significant structural change is absolutely necessary if the state is to achieve the 60% goal.

- Strategy #1: High Expectations (2014 Subcommittee)
 - Recommendation #1.1: Mastery-based System
 - Recommendation #1.2: Idaho Core Standards
 - Recommendation #1.3: Literacy Proficiency
 - Recommendation #1.4: Advanced Opportunities

Guiding Principle #2: A foundation of high-performance schools is a high-performance work environment.

- Strategy #2: Autonomy and Accountability (2014 Subcommittee)
 - Recommendation #2.1: Revamp the State's Accountability Structure Involving Schools
 - Recommendation #2.2: Empower Autonomy by Removing Constraints
 - Recommendation #2.3: Annual Strategic Planning, Assessment, and Continuous Focus on Improvement
- Strategy #3: Innovation and Collaboration (2014 Subcommittee)
 - Recommendation #3.1: Job-Embedded Collaboration/Professional Development Time (See Recommendations #2.3 and #2.4 under Fiscal Stability/Effective Teachers and Leaders)
 - Recommendation #3.2: Statewide Electronic Collaboration System
 - Recommendation #3.3: High Speed Bandwidth and Wireless Infrastructure
 - Recommendation #3.4: Educator and Student Technology Devices

Fiscal Stability / Effective Teachers and Leaders (2013 Committee)

Guiding Principle #1: High Performing Schools Require Fiscal Stability

- Strategy #3:
 - Recommendation #1.1: Restoration of Operational Funding
 - Recommendation #1.2: Career Ladder Compensation Model
 - Recommendation #1.3: Enrollment System of Funding Schools

Guiding Principle #2: High Performing Schools Require Effective Teachers and Leaders

- Strategy #3:
 - Recommendation #2.1: Tiered Licensure
 - Recommendation #2.2: Mentoring
 - Recommendation #2.3: Ongoing Job-Embedded Professional Learning
 - Recommendation #2.4: Site-based Collaboration for Teachers and Leaders
 - Recommendation #2.5: Continued Development of Administrator Evaluation Framework
 - Recommendation #2.6: Enhanced Pre-service Teaching Opportunities
 - Recommendation #2.7: Participation in the CCSSO's Teacher Preparation Recommendations

Recommendations Summary (see detailed reports for complete recommendation)

1. Mastery-based System (High Expectations Subcommittee)

Recommendation (2013)

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

Implementation Recommendation (2014)

The committee recommends a two-pronged approach to implementing a mastery-based education model. The model would be based on two approaches. The first approach applies to grades K-6. A separate approach applies to grades 7-12, based on the Advanced Opportunities Programs (Recommendation #4).

1. We recommend that Idaho create an "incubator" model designed to identify and support those districts\charters that are willing and ready to start moving toward a competency based education system in grades K-6.
2. We recommend that the State Board of Education adopt the competency based education model developed by the RISC.
3. We recommend that the State Board, State Superintendent, Legislature, and Governor support a statewide awareness effort concerning "Competency Based Education."
4. We recommend that a follow-up committee comprised of superintendents, principals, teachers, and members of this committee meet in Fall 2014 to further explore specific RISC's options; identify roadblocks and possible solutions; develop recommendations for the incubator process; and discuss the data that should be captured throughout the process.
5. We recommend that the State Department of Education prioritize federal or other grants to support districts who are implementing mastery programs.
6. We recommend that over the next five years all districts\charters adopt a mastery-based assessment report card which is aligned to Idaho's statewide standards.

Fiscal Impact:

- Statewide awareness plan: \$80,000-\$100,000
- Site visitation and readiness assessment for 20% of districts and charters: \$300,000.

FY16: \$400,000

Implementation Cost:

- It is estimated to cost \$44.60 per student per year for a three year fully supported district implementation. Districts\Charters would be chosen for implementation based on readiness assessments, demographics, and available funding.

FY17: impact: \$1,500,000

Implementation

The 2015 legislature approved HB110 (2015) creating Section 33-1630, Idaho code requiring a statewide awareness campaign to promote understanding and interest, establishment of a committee of educators to identify roadblocks and possible solutions, and facilitation of the development of an incubator program with an initial cohort of 20 local education agency participants. The Department of Education has formed a committee of educators and the Superintendent will report to the Board on their progress.

Fiscal Impact:

FY16: \$400,000 appropriation

2. Idaho Core Standards

Recommendation (2013)

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

Implementation Steps to Date:

The teacher preparation programs have fully incorporated the standards into their curriculum and continue to provide training and professional development to prepare educators to effectively implement the state content standards. In FY16 the state will be fully transitioned to the new ISAT aligned to the standards. The final step of the field test, was conducted in FY15 and achievement level indicators (cut score) were approved by the Board in early 2015 (calendar year).

3. Literacy Proficiency (Literacy Subcommittee)

Recommendation (2013)

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

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Implementation Recommendation (2014)

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas. Recommendations can be summarized as follows:

- Recommendations on changes to Idaho Code to expand state-supported literacy interventions for struggling early readers.
- Recommendations on identifying and implementing a new early literacy assessment package.
- Recommendations on changes to Idaho Code to refine the language related to the Idaho Reading Indicator (IRI).
- Recommendations on literacy training through teacher preparation and professional development.
- Presentation of a substantially revised Idaho Comprehensive Literacy Plan to replace the one approved by the State Board of Education in 1998.

Fiscal Impact: (Contingent on adoption of Literacy Implementation Recommendations – 2015):

FY17:

- Full day Kindergarten or substantial intervention for students who score below basic on IRI (4,251 students X \$2,310) \$9,819,232.50
- 20 hours of intervention for students in grades 1-3 who score basic on IRI (15,487 x \$53.27) \$824,902.90
- Intervention for students who score basic or below basic on the IRI-Alt (691 x \$106.53) \$73,579.31
- Books for school libraries, 2 books per student per year, grades K-5, 135,974 students x \$23.46 (funding would be broken out over three years. \$189,950)

FY18:

- Full day Kindergarten or substantial intervention for students who score below basic on IRI \$6,323,336.25
- Job-embedded literacy professional development \$1.3M
- Books for school libraries \$1M
- Undetermined amount for new Idaho Reading Indicator Assessment.

4. Advanced Opportunities (High Expectations Subcommittee)

Recommendation (2013)

We recommend the state ensure that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

Fiscal Impact:

FY16: If advanced opportunities programs were maximized and 60% of Idaho's high school seniors (approximately 21,000 students) completed an average of nine credits by

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the time they graduated, the total cost would be approximately \$7 million based on \$65 per credit. The Committee estimates that it will take several years to reach this level.

Preliminary estimates indicate the total cost for FY15 including the majority of the county payments at \$3.5M (\$3M to school districts, \$0.5M to counties).

College and Career Advising

Fiscal Impact:

The state could begin by using the approach used for IT staffing as a model at \$2.5 million per year.

“An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed, in full or pro rata, based on one hundred twenty dollars (\$120) per first reporting period support unit for grades 8 through 12 or ten thousand dollars (\$10,000), whichever is greater”

Implementation Recommendation (2014)

1. We recommend that the relevant sections of Idaho Code, Title 33, Chapter 166 pertaining to advanced opportunities be consolidated into a single chapter which will provide better clarity to districts, institutions and school boards.

The focus on enhancing advanced opportunities has resulted in several new sections of code to delineate specific programs such as 8 in 67, Early Completers⁸, and the new Fast Forward⁹. Consolidating the information in one chapter and reorganizing the information will help students, parents and schools navigate the various offerings more easily and effectively.

2. We recommend that the changes be made to current advanced opportunities programs in Idaho Code to consolidate the various programs to a single section of code and implement necessary changes to simplify participation and administration.
3. We recommend follow-on work in 2-3 years to simplify and consolidate the Advanced Opportunities programs after review of data on the implementation of the Fast Forward program. We envision that within 2-3 years, the State would fund 100% of all successfully completed dual credit courses, advanced placement exams, and transferable professional-technical courses or industry certification exams while in high school to encourage students to apply for scholarships.
4. We support the State Board of Education in working with legislators to create scholarships to provide assistance to students who earn college credit in high school and go on to a postsecondary institution in Idaho.

Fiscal Impact:

If advanced opportunities programs were maximized and 60% of Idaho's high school seniors (approximately 21,000 students) completed an average of 9 credits by the

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time they graduated, the total cost would be approximately \$7 million based on \$65 per credit. The Committee estimates that it will take several years to reach this level. Programs such as 8 in 6 and Early Completers, while growing steadily are not experiencing large year-over-year increases in participation.

5. The committee believes that college/career advising is key to reaching Idaho's 60 percent goal. We recommend the Legislature appropriate funds specifically for districts to implement college/career advising using a model that best fits their needs. Suggested models include, but are not limited to: AVID10, Near-Peer mentoring, stipends, shared staff, and remote counseling.

Fiscal Impact:

The state could begin by using the approach used for IT staffing as a model at \$2.5 million per year.

6. We recommend that Idaho Administrative Rule be revised to require annual review of the 8th Grade Education Plan in grades 9-12.

Implementation:

SB1050 was approved by the 2015 legislature, creating a new section of Idaho code, Section 33-4602, Idaho Code, consolidating the various advanced opportunities programs and removing requirements to simplify and administration of the programs.

SB313 was approved by the 2015 legislature creating a mechanism to distribute additional funding to school districts for college and career advising and clarify additional models districts could use to establish college and career advising programs. Funding was not provided for FY16, if the formula is fully funded FY17 the fiscal impact would be approximately \$2.5M.

IDAPA 08.02.03 was amended to add clarify language that the 8th Grade Education Plan had to be reviewed annual in grades 9-12.

5. Revamp the State's Accountability Structure Involving Schools (Accountability and Autonomy Subcommittee/Public School Funding Subcommittee)

Recommendation (2013)

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

Implementation Recommendation (2014)

We recommend that the state's 5-Star Rating System be revised and refined to facilitate accurate and fair measurement and ranking of schools and districts that require intervention and assistance.

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Additional components of this recommendation tie into components of a state accountability system that focuses on all schools and not only identifying low performing schools in need of intervention and assistance as required by the federal accountability system. These components of the recommendation are included in the annual strategic planning and continuous improvement planning recommendations.

Each school in the state should be scored on two metrics: Readiness and Improvement. Readiness would be based on the percent of graduating students that are prepared to continue to the next level and improvement based on year over year improvement in the level of readiness produced by the school. Statewide measures would be based on three academic bands, K-6 (% students proficient or above on 6th grade statewide assessment), K-8 (% students proficient or above on 8th grade statewide assessment), and high school (% students meeting or exceeding state benchmark on college entrance exam).

Implementation

Implementation of parts of this recommendation is tied in with recommendation #7.

6. Empower Autonomy by Removing Constraints (Accountability and Autonomy Subcommittee)

Recommendation (2013)

We recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

Implementation Recommendation (2014)

Recommendations include review and assessment of state policy and regulations to determine potential impact and effectiveness at the legislative and Board level, to remove restrictions that have not proven effective, and to remove funding constraints as applicable.

Implementation

During the 2015 legislative session the legislature approved legislation repealing sections of code that were identified in an initial review as part of the subcommittees work as no longer necessary. Full implementation of this recommendation will require an annual review process by the Board and Board staff.

7. Annual Strategic Planning, Assessment, and Continuous Focus on Improvement (Accountability and Autonomy Subcommittee)

Recommendation (2013)

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

FY16: If fully funded at \$6,600 per LEA, \$759,000, this is available to all school districts and charter schools, the fiscal estimate only used school districts since not all districts would request the reimbursement.

Implementation Recommendation (2014)

We recommend that the State implement an Annual Planning Cycle and Continuous Process Improvement Plans that Lead to Achievement Scores Aligned to the 60% Goal.

We recommend that the State offer professional development and collaborative training and support for local boards/leadership to develop awareness of and competencies in continuous improvement practices.

We recommend that the timing of data be reviewed and adjusted to align with budget and annual planning deadlines for both school boards and teachers.

Implementation

During the 2015 legislative session, Section 33-320, Idaho Code was amended to change the references to strategic planning to continuous improvement planning to provide better clarity to the intent of the strategic planning requirements. Additional changes amended the possible reimbursement to \$6,000 per district.

The Board approved a legislative idea at the June 2015 board meeting that would incorporate the recommendation for statewide measures based on three grade bands into the section of code. If the legislation is approved by the Board it will be forwarded to the 2016 legislature for consideration.

FY16: \$652,000 was appropriated.

FY17: Up to an additional \$107,000.

8. Statewide Electronic Collaboration System (Innovation and Collaboration Subcommittee)

Recommendation (2013)

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

Implementation

FY16 appropriation included \$611,000 in addition to the \$2M base to be used towards instructional/learning management systems at the district level, for a total of \$2,611,000.

9. High Speed Bandwidth and Wireless Infrastructure

Recommendation (2013)

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

Implementation

Idaho Education Network funding and staff were transferred to the Department of education as a temporary measure for FY16, a legislative interim committee is evaluating solutions and will make a recommendation to the legislature and Governor to be considered by the 2016 legislature for FY17 and beyond.

10. Educator and Student Technology Devices (Innovation and Collaboration Subcommittee)

Recommendation (2013)

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

Fiscal Impact:

Potential \$180-\$200/student per year or approximately \$60 million (inclusive of the funds already being spent) with an appropriate phase-in.

Implementation Recommendation (2014)

We recommend that the technology grant pilot program to schools be discontinued and that funding be made available to all districts for technology needs. Students must have access to devices that support the highest quality of learning.

Implementation

The pilot program was discontinued and funding was appropriate for FY16 for districts to use on technology.

Fiscal Impact:

FY16: appropriation, \$5M ongoing for technology.

11. Restoration of Operational Funding

Recommendation (2013)

We recommend restoration of operational funding to the FY 2009 level. Although traditionally called “discretionary” funding, operational funds are the normal, reasonable costs of doing business and include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; and providing timely and relevant content materials and training for teachers. A multiple year approach could be implemented to rebuild operational funding.

Fiscal Impact:

Total restoration of operational funding to the 2009 level would cost \$82.5 million. However, a multiple year approach to restoration could be implemented. A 5-Year restoration approach to rebuild operational funding would cost \$16.5 million per year.

Implementation

Fiscal Impact:

FY16: appropriation, \$21,586,200 increase in discretionary/operation funds, from \$22,401 per support unit to \$23,868

12. Career Ladder Compensation Model (Career Ladder/Tiered Certification Subcommittee)

Recommendation (2013)

We recommend a phased implementation of a Career Ladder of teacher compensation. The model proposed combines competitive salaries with incentives, rewards and accountability. Further, we believe it should be tied to a revised system of state licensure.

Supporting Recommendations:

The accountability model is predicated on a strong evaluation system.

- The committee endorses the ongoing implementation of the State Department of Education’s new evaluation framework.
- The committee recommends the continued training of principals as evaluators and encourages the incorporation of research-based evaluation techniques such as those identified in the recent MET study.

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Fiscal Impact:

The committee recommends a phased implementation of the Career Ladder – moving all teachers to the new salary schedule initially, and increasing the compensation tied to each tier over time to reach the recommended pay levels of a 40/50/60,000 salary schedule. Such a model will entice individuals to enter the teaching profession and provide incentives for them to improve their craft and to remain in Idaho. The committee also believes that the Career Ladder approach provides enhanced accountability based upon performance. The total cost of a move to this salary schedule would be approximately \$200-\$250 million. Again, a multiple year approach could be implemented. A 5-6 year phase-in to include moving existing teachers to the new Career Ladder would cost approximately \$40 million per year.

Implementation Recommendation (2014)

A three rung Career Ladder for the school district appropriation implemented over a five year period. Movement on the ladder would be based on the teacher's level of certification.

A three tiered certification model where teachers move from an initial residency certificate to a professional certificate or master certificate. Movement from the residency certificate would be based on performance on the states teacher evaluation framework and student achievement or growth. Obtaining a master teacher certificate would be based on additional levels of teacher effectiveness and provide a continuum of professional growth for teachers.

Implementation

HB 296 was approved by the 2015 legislature establishing a Career Ladder (Section 33-1004B, Idaho Code) for instructional staff. School district salary based apportionment will be incrementally increased each year based on the career ladder until fully implemented in year five.

Fiscal Impact:

FY16:	\$28,162,425	\$33,504,838
FY17:	\$32,983,197	\$39,240,110
FY18:	\$44,555,772	\$53,008,002
FY19:	\$39,649,690	\$47,171,236
FY20:	\$34,474,173	\$41,013,924

HB 296 combined the recommendations from the subcommittee into a two rung Career Ladder and master teacher premium with the addition of a professional teacher endorsement as part of the certification requirements similar to the residency requirement recommendation.

13. Enrollment Model of Funding Schools (High Expectations Subcommittee)

Recommendation (2013)

We recommend a change from Average Daily Attendance (ADA) to Average Daily Enrollment/ Membership. This will enhance fiscal stability and remove current barriers to personalized and/or mastery learning models that are required to meet the State Board's 60 percent goal.

Implementation Recommendation (2014)

We recommend that the state continue with Average Daily Attendance as the basis for public school funding. However, we believe that the current formula needs to be updated and improved in a number of areas. To accomplish this work we recommend that a committee be formed comprised of representatives from large and small districts, charter and traditional schools, online schools, Department staff, and the Idaho Digital Learning Academy to explore possible solutions to the current funding formula.

Implementation

The recommended committee was formed and has started work to bring forward a recommendation that will address the areas outlined in the recommendations. In addition to this work, based on action taken during the 2015 legislature, the committee is also looking at the feasibility of moving Pupil Service Staff onto the Career Ladder.

The subcommittee will be bringing forward initial recommendations to the Board and the Governor in the fall, recommendations will include a multi-year process for updating the public school funding formula that addresses the varied modes of education available to students, mastery-based education, and increased mobility of students while at the same time creating greater fiscal stability for school districts.

14. Tiered Licensure (Career Ladder/Tiered Certification Subcommittee)

Recommendation (2013)

We recommend a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures.

The committee recommends a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures. Evaluations based upon the Framework for Teaching (FfT) will begin in pre-service and continue throughout a teacher's career. This performance assessment would be supported by multiple artifacts and evidence of the candidate's practice.

An additional recommended measure of candidate effectiveness should be the candidate's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. These performance-based

measures shall result in the development of an ongoing Individualized Professional Learning Plan (IPLP) created in partnership with the candidate's cooperating teacher and university supervisor. This plan (IPLP) will be submitted to the State Department of Education, along with the candidate's scores in the 22 components of the FfT, to inform required professional development and would also be collected as part of the state's longitudinal database on teacher performance and IHE performance. These documents will be required in order to apply for initial, novice licensure.

Implementation Recommendation (2014)

This recommendation is part of the 2014 recommendation for #12.

Implementation

Implementation of this recommendation is described under recommendation #12

15. Mentoring (Innovation and Collaboration/High Expectations Subcommittee)

Recommendation (2013)

We recommend that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. We recommend the state provide funding support for a mentoring program.

Each district should develop a mentoring program for the support of new teachers that follows the guidelines of the Idaho Mentor Program Standards.⁶ These standards were developed in 2009 as a joint project of the Professional Standards Commission, the State Board of Education, and the State Department of Education in order to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. These Program Standards require that representatives from across the educational community come together for initial planning and continue together to monitor and evaluate for program improvement.

The state should provide funding support for a mentoring program. It is noted that the cost of providing master teachers to act as mentors for novice teachers is integrated into the Career Ladder model; however, costs for substitutes, training of mentors, etc. would be needed. The best practice model which provides for a "release time" mentor, in which a trained mentor supports novice and struggling teachers, would require additional funding of approximately \$7,000 per novice/struggling teacher.

Implementation Recommendation (2014)

Implementation of this recommendation was address by two of the subcommittees and is tied into the implementation of recommendations #16 and #17.

Implementation

Fiscal Impact:

Current funding is available through leadership premiums.

FY16 Appropriation for leadership premiums: \$16,062,700

16. Ongoing Job-embedded Professional Learning (Innovation and Collaboration Subcommittee/High Expectations Subcommittee)

Recommendation (2013)

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional development must be regularly scheduled and ongoing. We recommend that districts provide regular professional learning opportunities, and we support ongoing funding for professional development. We recommend the use of the research-based standards of the National Staff Development Council known as Learning Forward. We further recommend that resources for educator learning be prioritized, monitored and coordinated at the state level.

Implementation Recommendation (2014)

We recommend that job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs. Schools that have already moved to job-embedded professional development should not be penalized and may use the additional funding to increase instructional time.

Implementation

Implementation of this recommendation is tied in with the implementation of #17.

17. Site-based collaboration among teachers and instructional leaders (Innovation and Collaboration Subcommittee)

Recommendation (2013)

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. We strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time. We support the creation of professional learning communities that increase educator effectiveness and results for all students. We recommend providing training models to districts for their use in training the members of the professional learning communities, and encourage models that focus on team outcomes and collective responsibility.

Additional Recommendations

- Strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time.
- Create professional learning communities that increases educator effectiveness and results for all students.
- Provide training models to districts for their use in training the members of the professional learning communities.

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- Encourage models that focus on team outcomes and collective responsibility.

Recommendation (2014)

The school year contract days should be increased by three days (24 hours) to allow for additional paid job-embedded professional development and collaboration. This time should be construed separately from professional development training relating to Idaho Core Standards.

Job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs.

Collaboration skills training and the use of data to inform instruction training be available to all participating staff.

Fiscal Impact: Per day for all staff \$4-\$5 million/day

Implementation

FY16 appropriation included \$9,420,000 new funds for professional development in addition to the existing \$1,205,000 that was in the base for a total of \$10,625,000 for professional development.

FY17: Increase appropriation of \$2M - \$3M to cover three days.

18. Training and development of school administrators, superintendents and school boards (Innovation and Collaboration Subcommittee)

Recommendation (2013)

We recommend continued training and professional development of school administrators, superintendents and school boards. The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.

Implementation Recommendation (2014)

Further development and implementation of the Idaho Standards for Effective Principals, which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScape proficiency exams.

Implementation

Fiscal Impact: Funds are currently appropriated to cover the cost of providing the TeachScape training/proficiency exams to administrators. Administrative rule requires all administrators be able to show proficiency on conducting evaluations by 2018.

HB296 (2015) amended Section 33-1201, Idaho Code requires administrators earn credits in conducting teacher evaluations as part of their recertification requirements.

19. Provide enhanced pre-service teaching opportunities through the state's colleges of education

Recommendation (2013)

We support the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

Implementation

Idaho's approved teacher preparation programs continue to work together through a coalition made up of our colleges of education at Idaho's public and private institutions to increase and enhance clinical field experiences.

20. Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation

Recommendation (2013)

We support Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.

Implementation

Idaho is participating in CCSSO's Network for Transforming Educator Preparation. Through this partnership Idaho has worked with other participating states to identify best practices as well as access to partnering organizations technical assistance.

The Board's FY17 budget request includes a request for one additional FTE, if funded this position will focus on teacher preparation programs and standards effectiveness and additional issues around teacher effectiveness. This work impacts Recommendation #19 and #20.

Fiscal Impact

FY17: Funding for one FTE at the program manager level within the Office of the State Board of Education to focus on teacher effectiveness and improvement of our state teacher preparation programs.

IDAHO BUSINESS FOR EDUCATION

SUBJECT

60% Attainment Goal and Task Force Recommendations

BACKGROUND/DISCUSSION

The Board adopted the 60% Attainment Goal in August of 2010, and since that time much work has been done to move the state forward toward that goal. In January 2013 the Governor's Task Force for Improving Education adopted the Board's goal that 60 % of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020. A key result of efforts to improve K-12 education is increasing high school graduation rates and ensuring that graduates go on to postsecondary education and are prepared to succeed in obtaining degrees, certificates or credentials. The 20 Task Force Recommendations, as well as the work of the implementation committees over the past two years, are focused on moving the state forward in attaining the 60% goal.

During the many meetings conducted over the two years of the Task Force and follow on implementation work, there were repeated discussions across all stakeholder groups regarding the role of the State Board Education in implementing the recommendations and communicating the importance of the 60% goal with the public as well as other state policy makers. While these discussions were not included in the specific policy recommendations, there was consensus amongst those at the table on what must happen at the state level if the recommendations were going to be effective at moving the state towards the 60% goal. Bob Lokken, Task Force Co-chair, IBE Vice-chair, and CEO of WhiteCloud Analytics will discuss the necessity of an ongoing focus on the 60% goal and specific actions for the Board to consider.

IMPACT

Provide the Board with an opportunity to discuss industry expectations for the Board and areas industry could help move the Board's initiatives forward.

BOARD ACTION

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

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SUBJECT

Literacy Implementation Subcommittee Recommendations

REFERENCE

September 2013	Board approves Taskforce for Improving Education recommendations.
February 2014	Board established committees to develop plans to implement the recommendations of the Governor's Task Force for Improving Education.
March 2015	Board staff convened the Literacy Committee to develop specific recommendations and legislative ideas for the Board. The membership was primarily drawn from members from the previous Literacy Task Force.
June 2015	Board approved legislative ideas to expand support for reading interventions, including funding for full-day kindergarten for students struggling to develop early reading skills.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1614, 33-1615, 33-1616, and 33-1207A

BACKGROUND/DISCUSSION

The Literacy Implementation Subcommittee includes fourteen (14) individuals from across Idaho, including representatives from the State Board of Education (Debbie Critchfield), a legislator (Rep. VanOrden), State Department of Education, K-12 education, higher education, libraries (Commission and Association), and non-profits (Idaho AEYC, Idaho Business for Education, and Idaho Voices for Children). The committee has met six (6) times to review the Literacy Task Force's report and develop and present actionable recommendations to the State Board of Education and the Governor. Attached is the committee's July 2015 report. A summary of recommendations by topic area follows:

State Guidance

- We recommend the Comprehensive Literacy Plan be reviewed and revised every five (5) years, beginning with a revision in 2015. The Literacy Committee is currently in the process of editing the plan and intends to present a new Comprehensive Literacy Plan to the Board of Education at the December 2015 Board meeting.
- We recommend the state provide guidance to ensure that teachers are well-trained to provide high-quality literacy instruction. Specifically, we recommend that the Idaho Comprehensive Literacy Course requirements be reviewed and revised every five (5) years. Additionally, we recommend the state support job-embedded literacy professional development for currently practicing teachers.

Reading Interventions

- We recommend the state expand reading interventions for students who, based on their Idaho Reading Indicator (IRI) scores, are struggling to develop literacy skills.
- We recommend a substantial increase in funding for kindergarten interventions, including full-day kindergarten for those who score in the lowest performance category and substantial funding for districts to support full-day kindergarten or other significant interventions for students who score in the middle performance category (currently referred to as 2), but have not yet reached proficiency.
- We recommend that interventions be expanded to students in first through third grade who score in the middle performance category, but who have not yet reached proficiency.

Assessment

- We recommend that statutory language related to the Idaho Reading Indicator be revised to clarify purpose of the assessment and eliminate unnecessary and confusing details.
- We recommend the State Board of Education consider adopting a new early literacy assessment package to replace the assessment currently used for the Idaho Reading Indicator.

Other

- We recommend the state support renewal and expansion of school libraries by providing funding for districts to purchase books for their elementary schools.

IMPACT

Adoption of the recommendation will allow staff to continue work on bringing forward legislative proposals, as applicable, to move forward the recommendations and to work with the Governor and the legislature in implanting the recommendations as resources allow. Following adoption by the Board the recommendations will be forwarded to the Governor for consideration. If fully implemented in the timeframe outlined the estimated fiscal impact for FY17 would be \$11.9M and nearly \$8.6M for FY18. The total estimated fiscal impact at full implementation (over five (5) years) would be \$21.5M.

ATTACHMENTS

Attachment 1 – Literacy Committee Report and Recommendations Page 5

STAFF COMMENTS AND RECOMMENDATIONS

In recognition of the limited resources available and committee has ordered their recommendations in priority order and have outlined a five (5) year implementation plan. As outlined in the recommendations full implementation will take several years of additional work that include not only bringing forward an

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updated Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code, but also include the multi-year processes of developing, testing, and implementing a new Idaho Reading Indicator that better meets the needs of the school districts and students.

Given the resources available and the projected fiscal impact, it is understood that all recommendations may not be able to be implemented in the timeframe outlined in the recommendations. Board staff recommends adoption and support of the Literacy Implementation Subcommittee's report and recommendations in priority order as presented in Attachment 1.

BOARD ACTION

I move to adopt the Literacy Implementation Subcommittee recommendations in priority order as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Literacy Committee Report and Recommendations

Members:

Stephanie Bailey-White	Projects Coordinator, Idaho Commission for Libraries
Lisa Boyd	Principal, Desert Springs Elementary School, Vallivue School District
Hollis Brookover	Vice President of Development, Idaho Business for Education
Mary Ann Cahill	Associate Professor, Boise State University
Michele Capps	Superintendent, Murtaugh School District
Alejandra Cerna Rios	Outreach Specialist, Idaho Voices for Children
Debbie Critchfield	Member, State Board of Education
Meghan Graham	3 rd grade Teacher, Sage International School of Boise
Alison Henken	K-12 Accountability and Projects Manager, Idaho Office of the State Board of Education
Stephanie Lee	Assessment Specialist, Idaho State Department of Education
Natalie Nation	Representative, Idaho Library Association
Beth Oppenheimer	Executive Director, Idaho Association for the Education of Young Children
Diann Roberts	English Language Arts/Literacy Coordinator, Idaho State Department of Education
Julie VanOrden	House of Representatives, District 31, House Education Committee

Subcommittee Charge: to further refine the following recommendations of the Governor's Task Force:

#3 Literacy Proficiency

Subcommittee Deliverables:

- **Recommendations on changes to Idaho Code to expand state-supported literacy interventions for struggling early readers.**
- **Recommendations on identifying and implementing a new early literacy assessment package.**
- **Recommendations on changes to Idaho Code to refine the language related to the Idaho Reading Indicator (IRI).**
- **Recommendations on literacy training through teacher preparation and professional development.**
- **Presentation of a substantially revised Idaho Comprehensive Literacy Plan to replace the one approved by the State Board of Education in 1998.**

Objectives and Components:

The objective is to support the State's goal to have 60% or more of its students prepared for career or college by ensuring students have the literacy skills needed to succeed in primary and secondary schooling and the postsecondary path of their choice.

To achieve this goal, Idaho must develop a system to support K-12 literacy that includes the following components:

- **Strong leadership and collaboration** are needed at all levels, from statewide agencies to local schools, to ensure that schools, teachers, students, and parents have the support and resources they need to guide students to high levels of literacy. Funding and resources are critical and must be provided by the state. Additionally, we must also ensure that district and school leaders are well-trained and supported in developing schools that have a strong, positive culture that supports teachers in guiding all students to develop strong literacy skills.
- **Effective instruction** is crucial to ensuring that struggling students receive the support they need while on-level and advanced students are pushed to high levels of excellence. Effective instruction happens when teachers are well-prepared to implement rigorous content standards in ways that engage students.
- **Assessment and data** should be used responsibly and effectively to inform state policy, and more importantly, to guide educational practice. Districts and schools should use data to ensure programs and strategies are effective. Teachers should review student data and adjust their daily instruction. Finally, student-level data should be used by teachers, students, and parents to develop educational plans and goals that address each student's challenges and harness their unique strengths and interests.

Recommendations:

1. **We recommend that the State expand support for reading interventions for struggling early readers.**
 - a. Research demonstrates the importance of screening kindergartner's reading skills and providing early interventions to address literacy skills gaps early and put students on a path to literacy proficiency and academic success.¹ Additionally, full-day kindergarten has been found to be beneficial, particularly for low-income students, English language learners, and those who have demonstrated a need for

¹ Bianco, et al, 2012; Cavanaugh et al, 2004; Conner et al, 2014; Lennon & Slesinski, 1999; Vellutino et al, 2006

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additional support.² Thus, we recommend providing expanded funding for reading interventions for kindergarten students who are struggling to develop reading skills.

We recommend the state fund full-day kindergarten for students who score in the lowest performing category (below basic) on the Idaho Reading Indicator (IRI).

Additionally, we recommend providing substantial funding that could be used by district for either full-day kindergarten or substantial interventions for students who score in the middle (basic) category on the IRI.

To prevent any delay in provision of services, the funding for kindergarten students should be calculated based on the average number of students who performed in each category over the past three years, thus allowing funding to be provided at the beginning of the school year (with the August payment). Funding can then be adjusted after students have taken the fall IRI.

- b. We recommend the state provide expanded support for reading interventions for students in grades 1 through 3 who have not yet reached reading proficiency.

Currently, the state provides some support for interventions for students who score in the lowest performance category (below basic) on the IRI; per statute, schools must provide these students with 40 hours of supplemental instruction. However, there is currently no similar requirement or funding for students who score in the middle performance category (basic), though they have not yet demonstrated proficiency at grade level. We believe that it is important to ensure these students receive the support they need to reach grade level proficiency by the end of the third (3rd) grade. Thus, we recommend that schools be required to provide these students with at least 20 hours of supplemental instruction and that the state provide funding to support this work.

- c. We recommend that statute be adjusted to clarify that funding for reading interventions will be provided to students who take the Idaho Reading Indicator-Alternative (IRI-Alt) assessment. Funding for interventions is currently only provided for students who complete the IRI test designed for the general population. Approximately 1% of Idaho's students who have significant cognitive impairments qualify to take the IRI-Alt assessment; however, interventions are not funded for these students, despite the fact that these students usually need substantial reading support. As a result, in practice, some schools have been administering the general IRI to students who qualify for the IRI-Alt in order to qualify them for intervention funding. The student is subjected to an unnecessary test and the resulting data is not useful for the school. We recommend eliminating this issue by specifying in Idaho Code that students may qualify for reading intervention funding based on their score on the IRI or IRI-Alt.

² Ackerman, Barnett, & Robin, 2015; Gibbs, 2014; Hahn et al, 2014; UNLV, 2015

2. We recommend the state adopt a new literacy assessment package.

- a. The assessment currently used as the Idaho Reading Indicator is outdated and does not meet the state's needs. We recognize the following issues with the current assessment:
- It does not test a student's reading comprehension skills, and thus, is not well-aligned to Idaho Core Standards.
 - The test currently being used for the IRI is designed to be a screening assessment. However, because it is the only statewide literacy assessment for early grades, the state is currently relying on data from this assessment to inform us of our students' literacy skills and the performance of our schools. Because the test is short and does not measure reading comprehension, this practice is far from ideal.
 - Because the state has not provided guidance and support for diagnostic assessments, some schools rely on IRI data to make important decisions about the types of interventions and supports that students need. Schools need separate, high-quality diagnostic assessments that will provide them with detailed information about students' specific areas of strength and challenge so they can create individualized interventions.
- b. We believe it is critical for the state to identify and adopt one or more high-quality assessments that meet the needs of schools and the state. We recommend the following process for identification and implementation of a new assessment or assessment package:
- We have created a Literacy Committee sub-group- the Assessment Working Group, which is tasked with reviewing available literacy assessments and providing the Literacy Committee with recommendations regarding the best assessment options for Idaho. The Assessment Working Group will provide its recommendations to the Literacy Committee by April 2016, and if adopted by the Literacy Committee, these recommendations will be provided to the State Board of Education in June 2016.
 - We have recommended that the Assessment Working Group be highly cognizant of the need to balance using assessments appropriately and receiving high-quality data with the logistical and time challenges faced by Idaho's schools.
 - We recommend the new assessment be implemented over the process of three years beginning with validity testing of the new assessment in the 2017-2018 school year and field testing and full implementation in the two following years.

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3. We recommend revising statutory language related to the Idaho Reading Indicator (IRI) to clarify the purpose of the assessment and eliminate unnecessary and confusing details.

- a. We recommend revising I.C. Section 33-1614 to improve or delete outdated language and eliminate unnecessary details about the Idaho Reading Indicator (IRI), thus allowing the state to implement the appropriate assessment with State Board of Education approval without needing to adjust statute to align to assessment changes in future years. We further recommend adding a sentence from Section 33-1616 regarding district reporting of IRI scores, as it is appropriate to have the reporting instructions for districts be in the same location as the reporting instructions for the State Department of Education (SDE).

- b. We recommend aligning the IRI performance category names to align to the categories currently used for the ISAT. Specifically, we recommend adjusting the performance category names as outlined below. The scoring categories will be clearly outlined in the new Idaho Comprehensive Literacy Plan. Additionally, we recommend aligning references in Section 33-1615 to these updated performance categories.

Old Name	Recommended Name
One (1)	Below Basic
Two (2)	Basic
Three (3)	Proficient

- c. We recommend eliminating Idaho Code Section 33-1616, as the outlined IRI goals are outdated and unnecessary and the reporting process outlined requires additional work by the SDE to identify schools that do not meet these targets. Section 33-1614 already requires the SDE to report the reading assessment scores of all schools; the additional step of identifying schools who do not meet state targets is unnecessary and perceived to be punitive in nature.

4. We recommend the state provide guidance and support to ensure that teachers are well-trained to provide high-quality literacy instruction.

- a. We believe it is critical that the Idaho Comprehensive Literacy Course be reviewed and revised on a regular basis to ensure that Idaho's colleges and universities are as effective as possible in preparing new teachers to address students' literacy learning needs. Therefore, we have asked the Idaho Higher

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Education Literacy Partnership (IHELP), in partnership with the Education Deans from the colleges and universities, to review Administrative Rule and practice related to the Idaho Comprehensive Literacy Course and make recommendations to the Literacy Committee for updates / change.

To ensure that similar reviews are done on a regular basis, we recommend that the State Board of Education amend Administrative Rule to designate that the State Board of Education will convene a committee every five (5) years to review and revise, as necessary, the Idaho Comprehensive Literacy Course.

- b. In alignment with the Governor’s Task Force for Improving Education’s recommendations related to professional development, we recommend that the state commit to providing ongoing, effective literacy professional development for teachers. We recommend that Idaho Code be amended to give the State Department of Education clear responsibility for providing professional development, and that the types of appropriate, effective literacy professional development (such as job-embedded) be clearly outlined in the Idaho Comprehensive Literacy Plan.

5. We recommend that the state’s Comprehensive Literacy Plan be revised and refined to provide a clear, updated guide to improving the literacy outcomes of the Idaho’s students.

- a. We recommend substantially rewriting the Idaho Comprehensive Literacy Plan using a draft created by the State Department of Education (but not formally adopted by the Board) in 2012. We intend to reorganize the plan to clarify the roles various entities (state government, districts, schools, community, and parents) have in ensuring students develop strong literacy skills. Additionally, we will update the plan to ensure that it represents recent research and best practices.
- b. We believe it is critical that the Idaho Comprehensive Literacy Plan be reviewed and revised on a regular basis to ensure that it remains relevant and is put into action. Therefore, we recommend that the State Board of Education amend Administrative Rule to designate that the State Board of Education will convene a committee every five (5) years to review and revise, as necessary, the Idaho Comprehensive Literacy Plan.

6. We recommend the state support expansion and renewal of school libraries.

- a. We recommend the state provide funds to ensure that school libraries are well-stocked with current books to support access to print for all Idaho children. The International Reading Association and the American Library Association recommend that “Libraries must purchase a sufficient number of new books per

student, and they must make a concentrated effort to replace older materials for each classroom and school library on an annual basis.”³ School libraries should possess a minimum of twenty (20) books for each student to allow for access to print and independent reading. Schools should purchase new, quality books at the rate of two (2) books per student per year for a classroom library.⁴ While Idaho’s secondary schools typically have some funding for library renewal, the state’s elementary schools often struggle to identify funds for this purpose. Thus, we recommend the state provide funding to allow the state’s elementary schools to purchase two (2) books per student per year for students in kindergarten through fifth grade. Recent research shows that a child’s ability to independently select reading material results in statistically significantly higher improvements in reading scores than the scores of children who are assigned a reading list or who do not have sufficient access to print materials.⁵

Definitions of Key Terms

“60%” or “60% Goal” refers to the Idaho State Board of Education’s goal to have 60% or more of its citizens entering the workforce with some form of postsecondary degree or certificate (1, 2, 4, or more) by 2020. The supporting goal is that Idahoans age 25-34 will have achieved the 60% goal. The Literacy Committee’s has focused on developing strategies to ensure that students in the K-12 system develop the literacy skills needed to successfully pursue postsecondary degrees or certificates.

“Screening assessment” refers to an assessment given “to determine whether students may need specialized assistance or services, or whether they are ready to begin a course, grade level, or academic program.”⁶ These simple, time-efficient, and objective measures produce data, including reading levels, to inform judicious real-time instructional decisions, thus enabling true individualization of instruction at the student’s point of learning.

“Diagnostic assessment” refers to an assessment given to identify a student’s specific learning challenges and needs and, as appropriate, diagnose learning disabilities to determine eligibility for special education services. These assessments are typically administered after a student’s results on a screening assessment have identified the student as in need of support; they provide more detailed information related to the student’s abilities and knowledge and are typically related to a specific content area.

Appendices

A. Fiscal Impact of Literacy Committee Recommendations

³ International Reading Association, 2000

⁴ International Reading Association, 2000

⁵ State Library of North Carolina, n.d.

⁶ Glossary of Education Reform, n.d.

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Appendix A: Fiscal Impact of Literacy Committee Recommendations

			Fiscal Impact					
Recommendation / Activity		Cost Breakdown	FY17	FY18	FY19	FY20	FY21	TOTAL
1.b.	Review & revision of ID Comprehensive Literacy Plan, every 5 yrs	Costs based on Literacy Committee costs for travel and food / meeting expenses					6,000.00	6,000.00
3.a.	Kindergarten reading interventions							0.00
	Full day K for students who score below basic on IRI	4,251 students x \$2,310 (see below for more details)	9,819,232.50					9,819,232.50
	Full day K or substantial intervention for students who score basic on IRI	5,475 students x \$1,155 (see below for more details)		6,323,336.25				6,323,336.25
3.b.	20 hour interventions for students in grades 1-3 who score basic on IRI	15,487 students x \$53.27 (see below for more details)	824,902.90					824,902.90
3.c.	Interventions for students who score basic or below basic on the IRI-Alt	691 students x \$106.53 (see below for more details)	73,579.31					73,579.31
4	New early literacy assessment / assessment package	Cost is currently unknown- X marks the years when funding will be needed		X	X	X		0.00
5.a.	Review & revision of ID Comprehensive Literacy Course, every 5 years	Costs based on Literacy Committee costs for travel and food / meeting expenses					6,000.00	6,000.00
5.b.	Job-embedded literacy professional development	Expansion of funding for literacy coaches		1,300,000.00				1,300,000.00
6.a.	Books for school libraries	Total is 2 books per student per yr, grades K-5: 135,974 students x \$23.46 per student, with funding split over 3 years. (see below for more details)	1,189,950.00	1,000,000.00	1,000,000.00			3,189,950.00
TOTALS			11,907,664.71	8,623,336.25	1,000,000.00	0.00	12,000.00	21,543,000.96

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Cost Breakdown Details

- 3.a. The number of students included in the calculations for 3.a. and 3.b. are the average number of students who performed in each category- below basic / 1 and basic / 2
- 3.b. on the fall IRI for the past four school years (2011-12, 2012-13, 2013-14, 2014-15)
- 3.a. The cost per student for full-day kindergarten for students who score below basic on the IRI is the 2014-2015 kindergarten ADA x 2. The new cost (fiscal impact), therefore, is the same as the current ADA (\$2,310), since it is a doubling of funding for these students.
- The cost per student for full-day kindergarten or substantial intervention for students who score basic on the IRI is the 2014-2015 kindergarten ADA x 1.5. The new cost (fiscal impact), therefore, is the same as half current ADA (\$2,310), or \$1,155.
- 3.b. The cost per student for 20-hour interventions for students in grades 1-3 who score a basic on the IRI was calculated based on the average amount spent per student for 40-hours of intervention (including transportation) for three years (2011-12, 2012-13, 2013-14) divided by 2, since these interventions will be funded at half the rate of the 40-hour interventions.
- 3.c. The cost for interventions for students who take the IRI-Alt was difficult to calculate for two reasons: 1) this information is not currently tracked at a statewide level; 2) some students who qualify for and should take the IRI-Alt have been given the regular IRI in order for their school to qualify for intervention funding. Thus, the fiscal impact was estimated at the maximum total number of students who may take the IRI-Alt test (federal law limits it to no more than 1% of the full student population) at the 40-hour intervention cost. However, it is worth noting that because some of these students may have been receiving funding in the past (because they were guided to take the regular IRI), this estimate is likely to be higher than the actual new cost will be.
- 6.a. The student number used for this calculation is the total K-5 fall enrollment for 2014-2015, as reported by the Idaho State Department of Education. The book cost reflects 2 books per student at an average cost of \$11.73 per book. This average cost is based on data from the School Library Journal (http://www.slj.com/2015/03/research/sljs-average-book-prices-2015/#_) assuming 65% of books will be hardback at \$14.49 per book (because renewals efforts should include as many new releases as possible) and 35% will be paperback at \$6.61 per book. These per book costs assume a 25% discount from vendors for buying in bulk; this discount rate is based on a committee member's communication with vendors.

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SUBJECT

Expand the compulsory attendance age to age six (6) to eighteen (18) or a high school degree or its equivalent, whichever is first.

REFERENCE

June 18, 2015	The Board considered expanding compulsory attendance as part of its legislative proposals. The Board chose to remove compulsory attendance from the legislative agenda and requested more information for further consideration.
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APPLICABLE STATUTE, RULE, OR POLICY

Section 33-201, and 202, Idaho Code

BACKGROUND/DISCUSSION

Section 33-202, Idaho Code, establishes the compulsory school attendance age for Idaho from age seven (7) to age sixteen (16). To accomplish this, a parent or guardian shall either cause the child to be privately instructed by, or at the direction of, his parent or guardian; or enrolled in a public school or public charter school, including an on-line or virtual charter school or private or parochial school during a period in each year equal to that in which the public schools are in session.

Pursuant to section 33-201, Idaho Code, the current definition of “school age” is between the age of (5) and twenty-one (21) and except under certain circumstances public schools may only provide education to children of school age. Pursuant to Section 33-119, Idaho Code, elementary schools are defined as providing grades one (1) through six (6) or any combination thereof and are funded based on full time average daily attendance for students starting in first grade, which has a traditional start age of six (6) with age seven (7) being the traditional start age for second grade. Furthermore, it is rare for a high school student to earn a high school degree or equivalent by age sixteen (16).

In 2011, there were more than 900 first-time Idaho students who were seven (7) years old. That number has dropped to more than 600 in 2014. At the same time, Idaho had more than 700 exiters who were age sixteen (16). In 2014, that population increased to more than 1,500 students.

Based on a recent report by the Education Commission of the States, twenty-four (24) states and the District of Columbia require students to attend school until they turn eighteen (18) and Idaho is one (1) of fifteen (15) states that only require students to attend until they turn sixteen (16). On the lower end of the age range twenty-four (24) states require attendance of students at the age of six (6) and an additional nine (9), including the District of Columbia, require attendance starting at age five (5). Many states who have expanded their compulsory attendance requirements in recent years have done so to help reduce drop-out rates at the

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upper end and to increase academic achievement throughout the students educational experience by increasing the rates at the lower end.

Expanding the compulsory attendance age to age six (6) to eighteen (18) or a high school degree or its equivalent, whichever is first, aligns to several existing state policies and goals. First, the State Board's strategic plan includes a goal of 60% of Idahoans age twenty-five (25) to thirty-four (34) earning a postsecondary certificate or degree by the year 2020. In order to obtain a postsecondary education, a high school degree or its equivalent is necessary.

Second, research by Georgetown University shows that of the available jobs in 2018, only two point five percent (2.5%) will require less than a high school degree, and only nineteen percent (19%) will require a high school degree or GED, leaving seventy-eight percent (78%) to require a post-secondary education, credential or more. Students to leaving high school prior to achieving a high school degree or equivalent will severely diminish their employability.

Third, state law defines elementary school as providing first grade (Section 33-119) and defines age six (6) as the start age for first grade (Section 33-201). This creates a conflict in that public school districts provide first grade, but students are not required to attend at the age identified in state law as start age for first grade. Fourth, this proposal does not change the acceptable venues for schooling during ages six (6) to eighteen (18) or a high school degree or equivalent, whichever is first. It would still be acceptable for a student to be home schooled or enrolled in a public school or public charter school, including an on-line or virtual charter school, or private or parochial school during a period in each year equal to that in which the public schools are in session.

The research on compulsory attendance is mixed. National research showed that students who have just turned sixteen (16) in states with an age sixteen (16) minimum schooling requirement have a larger decline in enrollment than students who have just turned sixteen (16) in states with an age seventeen (17) or eighteen (18) schooling requirement. The same research predicted that almost twenty-five percent (25%) of the age sixteen (16) exiters would stay in school with compulsory attendance laws. In 2014, that would have equated to nearly four hundred (400) Idaho students who could have been retained.

Not all states that changed their compulsory school attendance age saw their dropout rate decrease. At the same time, some states that did not change their compulsory attendance age saw drop-out rates decrease. However, there are benefits beyond changes in the drop-out rate. For example, research from the University of Toronto showed that lifetime wealth increases by twelve percent (12%) for those students required to attend an extra year of schooling. The National Center for Education Statistics review of median annual earnings by education level showed that in 2013, the median annual earnings of a full-time

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employee without a high school credential was \$23,900 compared to \$30,000 for those with a high school credential.

IMPACT

If approved, legislation would be brought back to the Board for consideration at a later date prior to submittal to the Governor's Office for consideration. The Board may choose to at that time to move forward or postpone legislation changing the compulsory school attendance age.

ATTACHMENTS

Attachment 1 - Presentation

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the motion.

BOARD ACTION

I move to include on the 2016 legislative agenda the proposal to expand the compulsory attendance age to age 6 to 18 or a high school degree or its equivalent, whichever is first.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Compulsory Attendance

Presentation to the Idaho State Board of Education

August 13, 2015



Idaho State
Board of Education

Current Law

- ▶ 33-201. SCHOOL AGE. The services of the public schools of this state are extended to any acceptable person of school age. "School age" is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years...For a child enrolling in the first grade, the age of six (6) years must be reached on or before the first day of September of the school year in which the child is to enroll.
- ▶ 33-202. SCHOOL ATTENDANCE COMPULSORY. The parent or guardian of any child resident in this state who has attained the age of seven (7) years at the time of the commencement of school in his district, but not the age of sixteen (16) years, shall cause the child to be instructed in subjects commonly and usually taught in the public schools of the state of Idaho. To accomplish this, a parent or guardian shall either cause the child to be privately instructed by, or at the direction of, his parent or guardian; or enrolled in a public school or public charter school, including an on-line or virtual charter school or private or parochial school during a period in each year equal to that in which the public schools are in session; there to conform to the attendance policies and regulations established by the board of trustees, or other governing body, operating the school attended.



Idaho State
Board of Education

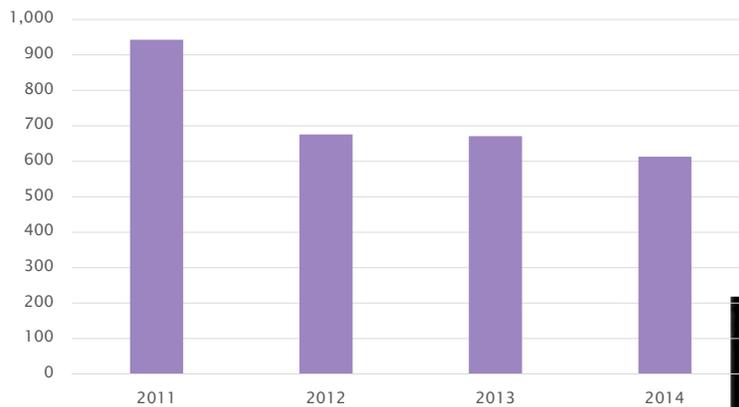
How Idaho Compares (2013)

- Idaho has a higher minimum age and lower maximum age than most states.

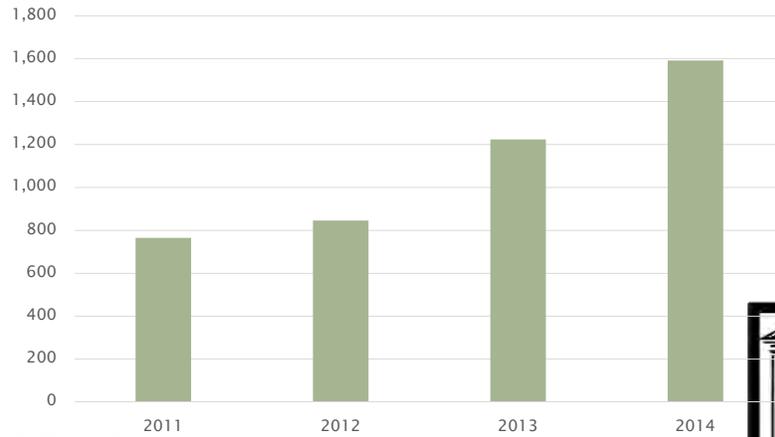
Minimum Age	Maximum Age			Total
	16	17	18	
5	2	2	5	9
6	12	4	9	25
7	9	2	4	15
8	0	1	1	2
Total	23	9	19	51



7 Yr. Old First-Time Students



16 Yr. Old Exiters



Proposal

- ▶ Expand the compulsory attendance age to six (6) to eighteen (18) or a high school degree or equivalent, whichever is first.
 - No change in the allowable venues for schooling:
 - Home school
 - Parochial
 - Private
 - Public school
 - Public charter school
 - Online virtual public charter school

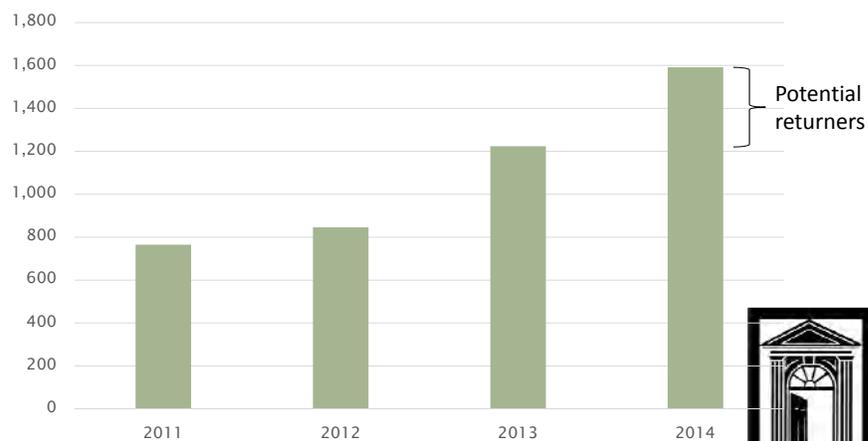


Expanding the Compulsory Attendance Age...

- ▶ Aligns with the State Board's goal of 60% of Idahoans age 25-34 having a postsecondary certificate or degree by 2020.
 - A high school degree or its equivalent is required for admission to a postsecondary degree program.
 - Impacts the high school graduation rate and drop out rate.



16 Yr. Old Exiters

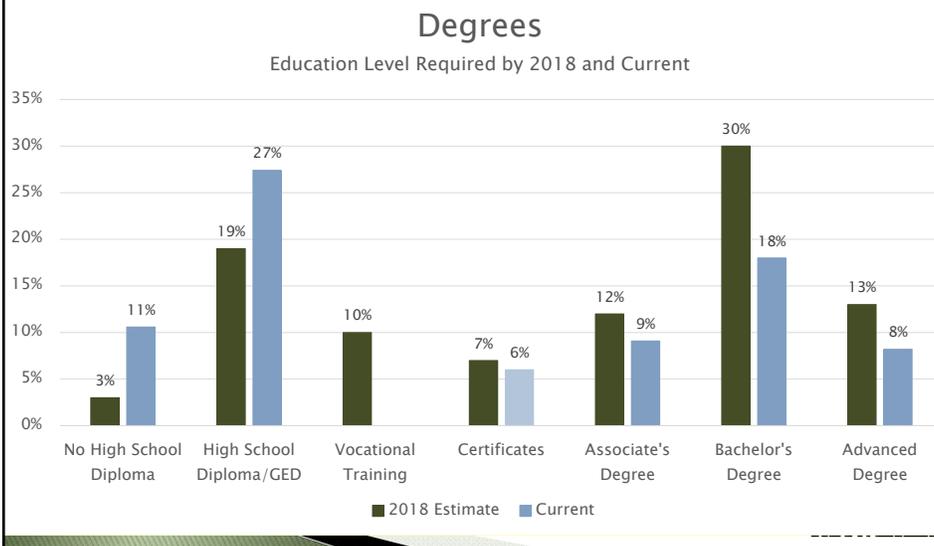


Expanding the Compulsory Attendance Age...

- ▶ Improves employability of young Idahoans.
 - In 2018, 2.5% of available jobs will require less than a high school degree, and 19% will require a high school degree or GED.
 - 78% of jobs will require a postsecondary education, certificate or more.
 - Individual earnings increase with additional education and higher level jobs.

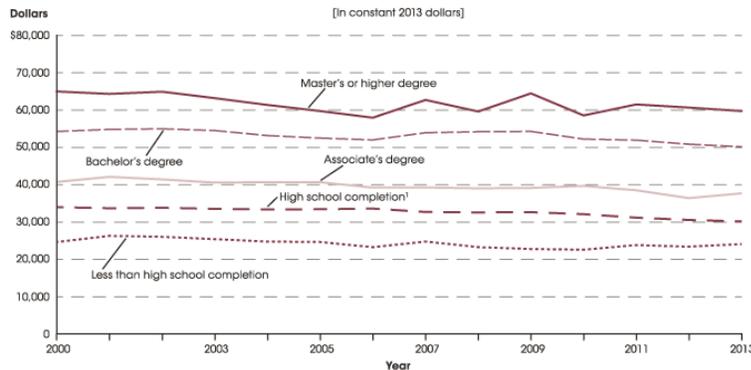


Economic Returns



Economic Returns

Median annual earnings of full-time year-round workers ages 25-34,
by educational attainment: 2000–2013



Source: <https://nces.ed.gov/fastfacts/display.asp?id=77>

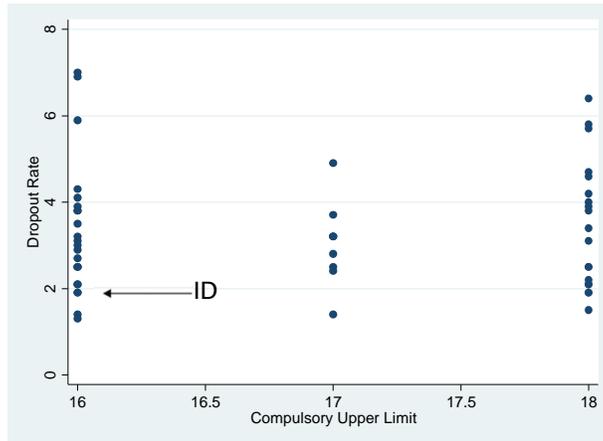


Expanding the Compulsory Attendance Age...

- ▶ Aligns existing state law.
 - Section 33-119 defines an elementary school as providing first grade.
 - Section 33-201 defines age six (6) as the start age for first grade.
 - Section 33-202 does not require attendance until age seven (7).



Dropout Rates by State



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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Proposed Rules IDAPA 08.01.09 – Rules Governing the GEAR UP Idaho Scholarship Program

REFERENCE

June 2011	Board approved proposed rule changes to IDAPA 08.01.09, Rules Governing GEAR UP Idaho Scholarship
November 2011	Board approved pending rule, Docket 08-0109-1101, amending the GEAR UP Idaho Scholarship
June 2013	Board approved proposed rule changes to IDAPA 08.01.09, Rules Governing GEAR UP Idaho Scholarship
October 2013	Board approved pending rule, Docket 08-0109-1301, amending the GEAR UP Idaho Scholarship

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.09

BACKGROUND/DISCUSSION

The GEAR UP Idaho Scholarship is the scholarship component of the Federal GEAR UP grant. The scholarship is available to student who attended a school participating in the GEAR UP program and who participated in the programs early intervention component in grades seven (7) through ten (10). To be eligible for participation the student must have graduated in 2012, 2013, or 2014. During this past award cycle a number of areas within the rule were identified as needing further clarification.

The proposed amendment to IDAPA 08.01.09 will allow applications to be submitted after March 1, and specify that applications received after that date may not receive an award until the following year, expand the scholarship award renewal period from eight continuous semester to 10, reduce the number of days prior to the first day of the academic term for students who have an interruption in their enrollment, and provide additional clarity to the initial application process, the selection of recipients, and continuing eligibility requirements and would make technical corrections. The GEAR UP Idaho Scholarship is a federal program and subject to the federal regulations for the program.

IMPACT

The proposed changes will provide for efficiencies in the administration of the scholarship awards as well provide clarity for individuals applying for the scholarship.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.09

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.01.09 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAPA 08
TITLE 01
CHAPTER 09

08.01.09 - RULES GOVERNING THE GEAR UP IDAHO SCHOLARSHIP PROGRAM

500. CONTINUING ELIGIBILITY.

To remain eligible for renewal of a GEAR UP Idaho scholarship, the recipient must comply with all of the provisions of the GEAR UP Idaho Program and these rules, in addition to the following requirements: (3-29-12)

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of a GEAR UP Idaho scholarship must be submitted to the Board electronically by the date established on the application, but not later than March 1 to be eligible to receive the award for the next academic year. An applicant without electronic capabilities may submit an application on the form established by the GEAR UP Idaho Program administrator through the United States Postal Service, which must be postmarked no later than March 1. In addition, a scholarship recipient must update and submit the FAFSA on or prior to March 1 to be eligible to receive the award for the next academic year, applications received after this day may be considered for awards for the next academic year contingent on availability of funds and attending institution deadlines. (3-20-14)

02. Credit Hours. To remain eligible for renewal of a scholarship award, the scholarship recipient must be enrolled as a full-time student and have completed a minimum of twenty-four (24) credit hours or its equivalent for the academic year in which the student received a scholarship award. (3-20-14)

03. Satisfactory Academic Progress. To remain eligible for renewal of a scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point zero (2.0) on a scale of four point zero (4.0) during the time that the recipient received an award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-20-14)

04. Transfer Students. Scholarship recipients who transfer to another eligible institution remain eligible for scholarship renewal and must inform the administrator no later than March 1 the end of the next academic period following the transfer. (3-20-14)

05. Maximum Scholarship Award. The award of a GEAR UP Idaho scholarship shall not exceed the equivalent of eight (8) ten (10) continuous semesters or the equivalent of four (4) five (5) continuous academic years. (3-29-12)

501.--- 599. (RESERVED)

600. MISCELLANEOUS PROVISIONS.

A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to interrupt continuous enrollment no later than sixty (60) thirty (30) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. An extension of interruption of continuous enrollment period may be granted for eligible students due to

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military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made ~~sixty (60)~~thirty (30) days prior to the start of the succeeding academic year. (3-20-14)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015

SUBJECT

Proposed Rules IDAPA 08.01.13 – Rules Governing the Opportunity Scholarship Program

REFERENCE

October 2012	Board approved legislation consolidating and streamlining the state scholarships managed by the Board Office
June 2013	Board approved proposed rule amendments bringing IDAPA 08.01.13 into alignment with SB1027 (2013) changes.
November 2013	Board approved pending rule bringing IDAPA 08.01.13 in alignment with SB1027 (2013) changes.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13
Chapter 56, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Proposed changes to IDAPA 08.01.13 would make technical corrections and clarify the eligibility and application requirements for the scholarship applicants. Technical corrections include specifying the grade point average used is the cumulative, unweighted grade point average, authorization for the Board's Executive Director to establish the application form, and clarification that after the initial awards are made, if based on the student acceptance rate, there are additional funds available to be awarded, those awards may be made after the June 1 initial award date deadline.

Additional changes allow the executive director to approve extension of the award for those students who have earned over one-hundred (100) credits and will not be able to complete their program of study within two (2) semesters if there are extenuating circumstances. Further, the credit hour requirements have been amended to twenty-four (24) credits in an academic year rather than twelve (12) credits in each semester.

IMPACT

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship. The proposed rule, if accepted by the legislature, would take effect at the end of the 2016 legislative session.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.13

Page 3

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015

STAFF COMMENTS AND RECOMMENDATIONS

FY16 is the first full implementation year of the legislative changes that were made during the 2013 legislative session. Proposed changes are based on circumstances that have arose with applicants as well as feedback from the institutions.

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.01.13 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 13, 2015**

**IDAPA 08
TITLE 01
CHAPTER 13**

08.01.13

- RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5605, and 33-5606(2)(c), Idaho Code the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (4-2-08)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, "Rules Governing the Opportunity Scholarship Program." (4-2-08)

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-2-08)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-2-08)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-2-08)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-2-08)

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov. (4-2-08)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-2-08)

007. -- 009.

(RESERVED)

010. DEFINITIONS.

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01. Grade Point Average (GPA). Means the ~~average cumulative, unweighted grade point average~~ grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-20-14)

011. -- 100. (RESERVED)

101. ELIGIBILITY.

01. Undergraduate Student. An eligible student must be pursuing their first undergraduate certificate or degree. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. (3-20-14)

02. Academic Eligibility. (4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of their cumulative unweighted GPA. (3-20-14)

b. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-20-14)

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of three point zero (3.0) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-20-14)

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a nine hundred fifty (950) or better, to be academically eligible to apply for an opportunity scholarship; or (3-20-14)

iii. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of three point zero (3.0) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. (3-20-14)

03. Financial Eligibility. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The tool used to determine financial need will be the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the validated expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the March 1 application deadline. (3-20-14)

04. Additional Eligibility Requirements. (4-2-08)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-20-14)

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-20-14)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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credit necessary to graduate in such major; or (4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load-
unless a determination by the Executive Director has been made that there are extenuating circumstances and the student has a plan approved by the Executive Director outline the courses that will be taken and the completion date of the degree/certificate.

(3-20-14)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. All applicants must complete and submit the FAFSA on or prior to March 1 ~~of his last year of secondary school~~. An applicant without electronic capabilities may submit an application on the form established by the ~~Board executive director~~, through the United States Postal Service, which must be postmarked by March 1. (3-20-14)

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards. (3-20-14)

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the state board of education executive director or designee. (3-20-14)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. In addition, opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-20-14)

a. Eligible students shall be selected based on rating criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (3-20-14)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received a previous opportunity scholarship award, and have continuing eligibility based upon financial need and other criteria provided in these rules. (4-2-08)

02. Monetary Value of the Opportunity Scholarship. (4-2-08)

a. The Board will, by resolution each year, establish the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution. (3-20-14)

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b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)

c. The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-20-14)

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (3-20-14)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules, in addition to the following requirements: (4-2-08)

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of ~~twelve (12)~~ **twenty four (24)** credit hours or its equivalent each ~~semester~~ **academic year** that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of ~~nine (9)~~ **eighteen (18)** credit hours or its equivalent each ~~semester~~ **academic year** that the student received an opportunity scholarship award. (3-20-14)

03. Satisfactory Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of three point zero (3.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-20-14)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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04. Maximum Duration of Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-20-14)

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (3-20-14)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic term/year. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (3-20-14)

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

401. -- 500. (RESERVED)

501. APPEALS.

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The opportunity scholarship applicant or recipient must appeal no later than thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-20-14)

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01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-20-14)

02. Subcommittee Recommendations. Following the subcommittee's decision, the executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the executive director of the Board, be permitted to make a presentation to the Board. (3-20-14)

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-2-08)

502. -- 999. (RESERVED)

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SUBJECT

Proposed Rule 08.02.01, Rules Governing Administration – Strategic Planning/Continuous Improvement Plans

REFERENCE

June 2014	Board approved Temporary and Proposed Rule Docket 08-0201-1401, Strategic Planning.
November 2014	Board approved pending rule IDAPA 08.02.01.801.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 08.02.01.800 establishes the qualification requirements for trainers and the procedures for school districts and charter schools to request reimbursement for qualified training in compliance with Section 33-320, Idaho code. Section 33-320, Idaho Code sets out requirements for each school district to have a strategic plan as well as funding to districts to reimburse them for training in strategic planning, administrator evaluations, school finance, and governance and ethics. During the 2015 legislative session the term strategic planning was changed to continuous improvement planning. The Proposed amendment brings the language used in IDAPA 08.02.01.800 into alignment with the language now used in Section 33-320, Idaho Code.

IMPACT

Approval of the proposed rule will bring the two components of Idaho Code into alignment and avoid any confusing the different terms may cause the school districts and charter schools.

ATTACHMENTS

Attachment 1 – Proposed rule, IDAPA 08.02.01.800

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve proposed amendments to IDAPA 08.02.01.800 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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801. ~~STRATEGIC CONTINUOUS IMPROVEMENT~~ PLANNING AND TRAINING.

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that focusses on improving the student performance of the LEA through the continuous improvement process. (4-11-15)

01. Definitions. (4-11-15)

a. Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (4-11-15)

b. Board. Board means the Idaho State Board of Education. (4-11-15)

c. Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (4-11-15)

d. Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (4-11-15)

e. Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (4-11-15)

f. ~~Strategic-Continuous Improvement~~ Plan. As used in this section, a continuous improvement plan is a strategic plan ~~is one~~ that focuses on continuous process improvement and the analysis of data to assess and prioritize needs and measure outcomes. (4-11-15)

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. To be eligible for reimbursement the training and trainer must meet the following criteria: (4-11-15)

a. Training. The training must cover one (1) or more the follow subjects: (4-11-15)

i. ~~Strategic-Continuous improvement~~ planning training. Strategic-Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (4-11-15)

ii. School finance; (4-11-15)

iii. Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (4-11-15)

iv. Ethics; or (4-11-15)

v. Governance. (4-11-15)

b. Documentation of Training. Training records shall be kept by the LEA showing: (4-11-15)

i. The length of the training in hours; (4-11-15)

ii. The subject(s) covered by the training; (4-11-15)

iii. The participants included in the training or validation of attendance of specific participants as applicable; and (4-11-15)

iv. The curriculum, agenda, or other documentation detailing the content of the training. (4-11-15)

c. Training Format. A majority of the LEA board and the administrator must collaborate on the

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strategic [continuous improvement](#) plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to discuss issues specific to the LEA. (4-11-15)

d. Trainer Qualifications. The trainer must meet the following qualifications: (4-11-15)

i. May not be a current employee of the LEA; (4-11-15)

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (4-11-15)

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (4-11-15)

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (4-11-15)

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (4-11-15)

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (4-11-15)

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (4-11-15)

03. Reimbursement. Up to two thousand dollars (\$2,000) per state fiscal year will be reimbursed to the LEA for training costs. Reimbursement will be based on actual expenditures related to the training delivered. (4-11-15)

04. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (4-11-15)

802. -- 999. (RESERVED)

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SUBJECT

Proposed Rule IDAPA 08.02.02 – Rules Governing Uniformity - Certification

REFERENCE

August 2014	Board approved proposed rules incorporating a tiered certification structure into administrative rule as well as reorganization of the section and cleanup of out of date language.
November 2014	Board approved the pending rule incorporating the proposed changes. (The 2015 Legislature rejected the proposed rule)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02
Section 33-1201, Idaho Code

BACKGROUND/DISCUSSION

Following the completion of the Task Force’s initial work, the Career Ladder/Tiered Licensure (Certification) Committee approved a framework for a tiered certification model that was proposed as amendments to the educator credential contained in Administrative Code, IDAPA 08.02.02. In addition to the tiered certification model the proposed rule also contained a number of edits that clean up old language, reorganized sections, and made technical corrections to the alternate routes to certification and the occupational certificates contained in IDAPA 08.02.02. The legislature rejected the pending rule during the 2015 legislative session, incorporating much of the tiered certification framework into HB296 (2015) instead. The overall rejection of the rule was with the understanding that the Board may choose to bring back many of the changes that resulted in cleaning up and reorganizing IDAPA 08.02.02. at a later date.

The proposed changes to IDAPA 08.02.02 would reorganize the entire section so that all the certificates are in one section, all of the endorsements are together, and all of the alternate routes or grouped together. Additional changes would address issues that arose with the alternate routes to certification and have already been approved by the Board as a temporary rule as well as the consolidation of the standard elementary certificate and the standard secondary certificate into a single educator endorsement.

The combination of these two certificates will address an issue that Board staff has recently become aware of and would be a benefit to districts and teachers resulting in the overall simplification Idaho’s standard teaching certificates. In meeting with stakeholders to gather input on the proposed changes to IDAPA 08.02.02 it was discovered that there had been a misinterpretation of the grades teachers were eligible to teach if they had either a standard elementary or standard secondary certificate and a subject area endorsement that covered all grades or a range of

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grades that were other than the grades specified by their certificate. Pursuant to Section 33-1201, Idaho Code, persons who are employed to serve as a teacher in any elementary or secondary school must have a certificate authorized by the Board for the services being rendered. The standard elementary certificate only authorizes individuals to teach in grades Kindergarten (K) through eight (8) and the standard secondary certificate authorizes individuals to teach in grades six (6) through twelve (12). The certificate requirements outlined in IDAPA 08.02.02 further require both types of certificate holders to have at least one subject area or specialty area endorsement. Many of the existing endorsements span grades Kindergarten (K) through twelve (12). This allows the state to have a single endorsement that may be attached to both certificates. Some districts have interpreted this to mean that an individual with a standard elementary certificate and an endorsement that spans K through 12 (K-12) may teach grades nine (9) through twelve (12). This is not the case, the applicable certificates clearly state the grades the individual is eligible to teach with the applicable certificate. Moving to a single standard certificate while still requiring at least one (1) endorsement will clear up the issue and provide for greater flexibility to districts when looking for qualified candidates while maintaining the existing certification quality.

IMPACT

Approval of the proposed rule will allow for the rule to go out for public comment. Following the end of the public comment period, the rule will come back to the Board as a Pending rule. The pending rule will be forwarded to the legislature for consideration. Once accepted by the legislature, the new certification language will take effect at the end of the 2016 legislative session.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.02.02, Certification

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STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, Proposed rules are published in the Administrative Bulletin and have a 21 day comment period prior to coming back to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature and become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.

If approved by the Board, Board staff will work with the Department Certification staff to make sure amendments proposed by the Professional Standards Commission, if approved by the Board, will also be incorporated in to the rule as applicable.

Staff recommends approval.

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BOARD ACTION

I move to approve the proposed rule amendments to IDAPA 08.02.02 as submitted in attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.02, “Rules Governing Uniformity.” (4-5-00)

02. Scope. Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver’s Education and Juvenile Detention Centers. (7-1-02)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in these rules, administrative appeals are by written application to the State Board of Education pursuant to IDAPA 08.01.01, “Rules of the State Board of Education and Board of Regents of the University of Idaho – Administrative Procedures and Records,” Section 050. (3-14-05)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on August 14, 2014. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-27-15)

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov/site/transportation/library.htm>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 14, 2014. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. (3-27-15)

005. OFFICE -- OFFICE HOURS -- MAILING AND STREET ADDRESS.

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Sunday and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box 83720,

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Boise, ID 83720-0027. The SBOE phone numbers is (208) 334-2270 and the SDE phone number is (208) 332-6800. (7-1-02)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (7-1-02)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom/school. (3-16-04)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-16-04)

03. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

06. Individualized Professional Learning Plan. An individualized plan based on the Idaho framework for teacher as outlined in subsection 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. ()

067. Institutional Recommendation. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program, received a basic or higher rating in all twenty-two (22) components of the Idaho framework for teaching evaluation, has and individualized professional learning plan, has demonstrated measurable student achievement and the ability to create student learning objectives, and is now being recommended for state certification. (3-16-04)

08. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(7), Idaho Code.

078. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

089. Para-Educator. Aides and assistants employed by school districts to supplement instruction and provide additional assistance to students. (3-16-04)

0910. Pedagogy. Teaching knowledge and skills. (3-16-04)

11. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teachers' impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

102. Teacher Leader. A ~~master~~-teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (4-4-13)

008. -- 011. (RESERVED)

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012. ACCREDITED INSTITUTION.

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The department of education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a bachelor's degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-16-04)

02. The State Division of Professional-Technical Education. The state division of professional-technical education is authorized to determine whether applicants meet the requirements for instructing or administering professional-technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-16-04)

~~**015. IDAHO INTERIM CERTIFICATE.**~~

~~**01. Issuance of Interim Certificate.** The State Department of Education is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. An interim certificate is nonrenewable except under extenuating circumstances. (4-2-08)~~

~~**a. Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved reading instruction course shall be a one-time requirement for full certification. (4-7-11)~~

~~**b. Technology.** Out of state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (4-7-11)~~

~~**02. Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy, and performance assessments. (3-29-12)~~

~~**03. Foreign Institutions.** An educator having graduated from a foreign institution that is listed in the Accredited Degree Granting Institutions section of the "Accredited Institutions of Postsecondary Education" and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)~~

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016015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. ~~(Section 33-1201, Idaho Code)~~
(3-16-04)

~~**01. Renewal Requirement – Mathematics In Service Program.** In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty five (45) contact hours of in service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.c. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify:~~

~~(3-20-14)~~

~~a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth – Grade 3) who is employed in an elementary classroom (multi subject classroom, K-8); (3-29-10)~~

~~b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (multi subject classroom K-8); (3-20-14)~~

~~c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an elementary classroom (multi subject classroom K-8); (3-20-14)~~

~~d. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi subject classroom K-8); and (3-20-14)~~

~~e. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed in an elementary classroom (multi subject classroom K-8), including all school district and charter administrators. (3-20-14)~~

~~**02. Out of State Applicants – Mathematical Thinking for Instruction.** (4-4-13)~~

~~a. Out of state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty five (45) contact hours of in service training). (3-29-10)~~

~~b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three year, non renewable, interim certificate to allow time to meet the Idaho Mathematics In service program requirement. (4-4-13)~~

~~**03. Waiver of Mathematics In Service Program.** When applying for certificate renewal, an automatic waiver of the mathematics in service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-20-14)~~

~~**04. Renewal Requirement – Idaho Comprehensive Literacy Course.** In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho~~

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~~Comprehensive Literacy course shall be a one time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)~~

~~a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (4-4-13)~~

~~b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (K-8); and (3-20-14)~~

~~c. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in a K-12 classroom. (3-20-14)~~

~~05. Out of State Applicants Idaho Comprehensive Literacy Course. (3-20-14)~~

~~a. Out of state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. (3-20-14)~~

~~b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-20-14)~~

~~**017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**~~

~~01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)~~

~~02. Out of State Waivers. An out of state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)~~

~~03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)~~

~~04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)~~

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018-01 STANDARD ~~ELEMENTARY-TEACHING~~ CERTIFICATE.

A Standard ~~Elementary-Teaching~~ Certificate makes an individual eligible to teach grades Kindergarten (K) through ~~eight (8)~~twelve (12), subject to the grade ranges of the valid endorsements attached to the certificate. ~~and A standard teaching certificate~~ may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

01a. ~~General Education Requirements.~~—Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02b. ~~Meets the following Professional-professional Education Rrequirements.~~ (3-30-07)

ai. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, ~~and~~methodological foundations, instructional technology, and in the professional subject matter of elementary or secondary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

bii. The required minimum credit hours must include Aat least six (6) semester credit hours, or nine (9) quarter credit hours, of ~~elementary~~student teaching or two (2) years of satisfactory experience as a teacher ~~in grades K-8.~~ (3-16-04)

03c. ~~Additional Requirements.~~—An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through ~~eight (8)~~twelve (12). (3-16-04)

03d ~~Teaching Field Requirements.~~—Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)

04d. ~~Area of Endorsement.~~—All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate. (3-12-14)

05c. ~~Proficiency.~~—Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate ~~shall~~must meet or exceed the state qualifying score on approved elementary or secondary content area and pedagogy assessments. (3-16-04)

019-02 Early Childhood / Early Childhood Special Education Blended Certificate.

An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01a. ~~General Education Requirements.~~—Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02b. ~~Meets the following Professional-professional Education Rrequirements.~~ (3-16-04)

ai. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early

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childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)

~~bii.~~ The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)

~~03c. Additional Requirements.~~—An institutional recommendation from an accredited college or university, ~~and passage of the Idaho Comprehensive Literacy Exam.~~ (3-16-04)

~~04d. Proficiency.~~—Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)

~~**020. STANDARD SECONDARY CERTIFICATE.**~~

~~A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)~~

~~01. General Education Requirements.~~ Completion of the general education requirements at an accredited college or university is required. (3-30-07)

~~02. Professional Education Requirements.~~ (3-30-07)

~~a.~~ A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

~~b.~~ The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

~~03. Teaching Field Requirements.~~ Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)

~~04. Additional Requirements.~~ An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

~~05. Proficiency.~~ Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

~~**0283. Exceptional Child Certificate.**~~

~~Holdings of this certificate are authorized to work with children who have been identified as having an educational impairment. (3-16-04)~~

~~01a. General Education Requirements.~~ Education Requirements. Completion of the general education requirements at an accredited college or university is required and six (6) or more semester credit hours, or nine (9) or more quarter credit hours of student teaching in a special education setting. (3-30-07)

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02b. Exceptional Child Generalist Endorsement (K-12). The Exceptional Child Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in an elementary or secondary special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)

ai. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

bii. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

eiii. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

div. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

03d. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)

ai. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades. (4-7-11)

04d. Deaf/Hard of Hearing Endorsement (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (4-11-15)

ai. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

bii. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

eiii. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

div. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited

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college or university. (4-11-15)

05e. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

ai. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

bii. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)

eiii. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

div. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-15)

02704. Pupil Personnel Services Certificate

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

01a. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (5-8-09)

ai. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (4-11-15)

bii. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)

02b. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-29-12)

ai. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

bii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour.

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master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

eiii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

div. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-29-12)

03c. **School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections ~~027.03~~015.04.ac.i. or ~~027.03.b~~015.04.c.ii in addition to the requirement of Subsection ~~027.03.e~~015.04.c.iii. (3-29-10)

ai. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (5-8-09)

bii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (5-8-09)

i.(1) Health program management; (5-8-09)

ii.(2) Child and adolescent health issues; (5-8-09)

iii.(3) Counseling, psychology, or social work; or (5-8-09)

iv.(4) Methods of instruction. (5-8-09)

e-iii Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)

04.d. **Interim Endorsement - School Nurse.** This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

05c. **Speech-Language Pathologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06f. **Audiology Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07g. **School Social Worker Endorsement.** This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through

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possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

ai. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

bii. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

08h. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

0265. Administrator Certificate.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

01a. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

ai. Hold a master's degree from an accredited college or university. (3-16-04)

bii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)

eiii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)

div. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

ev. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

02b. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

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~~ai.~~ Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

~~bii.~~ Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)

~~eiii.~~ Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-30-07)

~~div.~~ Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

~~ev.~~ An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

~~03c.~~ **Director of Special Education and Related Services Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

~~ai.~~ Hold a master's degree from an accredited college or university. (3-16-04)

~~b.ii.~~ Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

~~eiii.~~ Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

~~div.~~ Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (3-30-07)

~~ev.~~ Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

~~fvi.~~ An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

03406. Certification Standards For Professional-Technical Educators.

Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a ~~Secondary~~ Standard Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education. (3-16-04)

03507. Degree Based Professional-Technical Certification

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~~**01a. Teacher Preparation Through Degreed Program.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Sciences; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)~~

~~**02b. Professional-Technical Administrator Certificate.** The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education. (3-16-04)~~

~~**ai.** Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary a standard teaching credential; (3-16-04)~~

~~**bii.** Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)~~

~~**eiii.** Hold a masters degree; and, (3-16-04)~~

~~**div.** Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-16-04)~~

~~**ev.** To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-16-04)~~

~~**03c. Work-Based Learning Coordinator Endorsement.** Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)~~

~~**04d. Career Counselor Endorsement.** The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-16-04)~~

~~**03608. Industry-Based Professional-Technical Certification, Occupational Specialist Certificate.** The Occupational Specialist Certificate is an industry based professional-technical certifications. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations/Professions Education and to Trades & Industry Education/Technical Sciences; those in specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to with nice (9) - to twelve (12) students per class. (3-16-04)~~

~~**01a. General Requirements.** Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school~~

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diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

ai. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (3-16-04)

bii. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

ciii. Meet one (1) of the following: (3-16-04)

i.(1) Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

ii.(2) Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

iii.(3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

02.b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations professions in public schools. The certificate is valid for three (3) years and is non-renewable. (3-16-04)

ai. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)

b.ii. Complete a new-teacher induction workshop at the state or district level. (3-16-04)

eiii. File a Professional Development Plan with the State Division of Professional-Technical Education. (3-16-04)

div. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)

03.c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period. (3-16-04)

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04d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)

ai. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)

bii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)

eiii. File a new Professional Development Plan for the next certification period. (3-16-04)

div. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)

03209. Postsecondary Specialist.

A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)

01a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-26-08)

02b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)

03c. Qualifications. The candidate must: (3-26-08)

ai. Hold a masters degree or higher in the content area being taught; (3-26-08)

bii. Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)

eiii. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)

02510. American Indian Language (Section 33-1280, Idaho Code).

Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)

01a. Process the Application. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)

02b. Approval Has Been Received. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)

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~~03c.~~ **Office of Certification.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)

~~0311.~~ **Junior Reserved Officer Training Corps (Junior ROTC) Instructors.**

~~01a.~~ **List of Names.** Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4-11-06)

~~02b.~~ **Notarized Copy.** Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)

~~03c.~~ **Authorization Letter.** Upon receiving the items identified in Subsections ~~031-01a~~ and ~~031-02b~~, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)

12. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable:

~~01a.~~ **Renewal Requirement—Mathematics In-Service Program.** In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that ~~each teacher deems to be~~ most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following ~~individuals listed in Subsection 016.01.a. through 016.01.e. shall~~ must successfully complete the “Mathematical Thinking for Instruction” course in order to recertify:

(3-20-14)

~~ai.~~ Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed ~~in~~by an elementary classroom (multi-subject classroom K-8)local education agency; (3-29-10)

~~bii.~~ Each teacher holding a Standard ElementaryTeaching Certificate (~~K-8~~)who is employed ~~in~~by an elementary classroom (multi-subject classroom K-8)local education agency; (3-20-14)

~~ciii.~~ Each teacher holding a Standard SecondaryTeaching Certificate (~~6-12~~)teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed ~~in~~by an elementary classroom (multi-subject classroom K-8)local education agency; (3-20-14)

~~dii.~~ Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed ~~in~~by an elementary classroom (multi-subject classroom K-8) local education agency; and (3-20-14)

~~eiv.~~ Each school administrator holding an Administrator Certificate (Pre K-12) who is employed ~~in~~by an elementary classroom (multi-subject classroom K-8) local education agency, including all school district and charter administrators.

(3-20-14)

~~03b.~~ **Waiver of Mathematics In-Service Program.** When applying for certificate renewal, an automatic

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waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-20-14)

04c. Renewal Requirement — Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall must successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)

ai. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed ~~in~~by an elementary classroom (multi subject classroom, K-8) local education agency; (4-4-13)

bii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed ~~in~~by an elementary classroom (K-8) local education agency; and (3-20-14)

eiii. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed ~~in~~by a K-12 classroom local education agency. (3-20-14)

0165. IDAHO INTERIM CERTIFICATE.

01. Issuance of Interim Certificate. The State Department of Education is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement or engaged in an alternate route to authorization as prescribed herein. An interim certificate is nonrenewable except under extenuating circumstances.

(4-2-08)

~~a.~~**02 Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved ~~reading instruction~~Idaho Comprehensive Literacy course shall be a one-time requirement for full certification. (4-7-11)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-20-14)

03. Mathematical Thinking for Instruction. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)

~~b.~~**04. Technology.** Out-of-state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (4-7-11)

0205. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy, and performance assessments. (3-29-12)

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0306. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the “Accredited Institutions of Postsecondary Education” and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

090017. INTERSTATE CERTIFICATION COMPACT.

Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact-member state and to teachers entering another compact-member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)

017018. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho’s classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner’s Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

019-020 (Reserved)

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. 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

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established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (4-4-13)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

~~02. Alternate Authorization Preparation Program.~~ Candidates shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)

~~ba.~~ Option II - National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)

~~eb.~~ Option III - Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)

~~ec.~~ Option IV/III - Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. (5-8-09)

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (5-8-09)

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper

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division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement). (4-4-13)

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

029. Consulting Teacher/Teacher Leader Endorsement.

Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)

01a. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)

ai. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (4-4-13)

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- ~~i(1).~~ Assessment of learning behaviors; (4-4-13)
- ~~ii(2).~~ Individualization of instructional programs based on educational diagnosis; (4-4-13)
- ~~iii(3).~~ Behavioral and/or classroom management techniques; (4-4-13)
- ~~iv(4).~~ Program implementation and supervision; (4-4-13)
- ~~v(5).~~ Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)
- ~~vi(6).~~ Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)
- ~~vii(7).~~ Counseling skills and guidance of professional staff. (4-4-13)
- ~~bii.~~ Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)
- ~~ciii.~~ Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)
- ~~i(1)~~ Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)
- ~~ii(2)~~ The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)
- ~~(1)~~ Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)
- ~~(2)~~ Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)
- ~~(3)~~ Promoting Professional Learning for Continuous Improvement; (4-4-13)
- ~~(4)~~ Facilitating Improvements in Instruction and Student Learning; (4-4-13)
- ~~(5)~~ Using Assessments and Data for School and District Improvement; (4-4-13)
- ~~(6)~~ Improving Outreach and Collaboration with Families and Community; and (4-4-13)
- ~~(7)~~ Advocating for Student Learning and the Profession. (4-4-13)
- ~~dii.~~ Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)
- ~~02b.~~ **Mathematics Consulting Teacher - Eligibility for Endorsement.** To be eligible for a Mathematics Consulting Teacher endorsement on the Standard ~~Elementary Teaching Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate~~ (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)
- ~~ai.~~ Education Requirements. Qualify for or hold a Standard ~~Elementary Teaching Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate~~ (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the

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- following emphases: (4-4-13)
- i.(1) Structural Components of Mathematics; (4-4-13)
- ii.(2) Modeling, Justification, Proof and Generalization; (4-4-13)
- iii.(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)
- bii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-29-10)
- eiii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)
- i.(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)
- ii.(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4 4 13)
- (1) Understanding Adults As Learners to Support Professional Learning Communities; (4 4 13)
- (2) Accessing and Using Research to Improve Practice and Student Achievement; (4 4 13)
- (3) Promoting Professional Learning for Continuous Improvement; (4 4 13)
- (4) Facilitating Improvements in Instruction and Student Learning; (4 4 13)
- (5) Using Assessments and Data for School and District Improvement; (4 4 13)
- (6) Improving Outreach and Collaboration with Families and Community; and (4 4 13)
- (7) Advocating for Student Learning and the Profession. (4-4-13)
- div. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

10. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education.

(4-11-06)

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03. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

04. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Cultural Diversity; ENL Methods; Linguistics; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience. (4-4-13)

05. Family and Consumer Sciences (6-12). (4-4-13)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel and Textiles, Cultural Dress, Fashion Merchandising, or Design; Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

06. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

07. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

08. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-12-14)

09. Health (6-12 or K-12). Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)

10. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

11. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

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- 12. Journalism (6-12).** Follow one (1) of the following options: (3-16-04)
- a.** Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)
 - b.** Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)
- 13. Literacy (K-12).** Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)
- 024. ENDORSEMENTS M - Z.**
- 01. Marketing Technology Education (6-12).** (3-16-04)
- a.** Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (4-4-13)
 - b.** Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)
- 02. Mathematics - Basic (6-12).** Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)
- 03. Mathematics (6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)
- 04. Music (6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)
- 05. Natural Science (6-12).** Follow one (1) of the following options: (4-7-11)
- a.** Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)
 - i.** Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)
 - ii.** Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

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iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

03306. Online Teacher Endorsement (Pre-k-12).

~~01. Online Teacher Endorsement. To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4-7-11)~~

~~a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)~~

~~b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)~~

~~c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)~~

~~d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (4-7-11)~~

~~02e. Proficiency in Idaho Standards for Online Teachers. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)~~

~~ai. Knowledge of Online Education and Human Development; (4-7-11)~~

~~bii. Facilitate and Inspire Student Learning and Creativity; (4-7-11)~~

~~e-iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (4-7-11)~~

~~div. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)~~

~~ev. Engage in Professional Growth and Leadership. (4-7-11)~~

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-4-13)

08. Physical Education/Health. Must have an endorsement in both physical education and health. (3-30-07)

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- 09. Physical Science (6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)
- 10. Psychology.** Twenty (20) semester credit hours in the area of Psychology. (3-16-04)
- 11. Social Studies (6-12).** Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)
- 12. Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-16-04)
- 13. Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)
- 14. Teacher Librarian (K-12).** Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)
- 15. Technology Education (6-12).** (3-16-04)
- a.** Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering Design. (4-4-13)
- b.** Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)
- 16. World Language (6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-4-13)

~~**025. AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).**~~

~~Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)~~

~~**01. Process the Application.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)~~

~~**02. Approval Has Been Received.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)~~

~~**03. Office of Certification.** The Office of Certification will review the application and verify the~~

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~~applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)~~

~~**026. ADMINISTRATOR CERTIFICATE.**~~

~~Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~**01. School Principal Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)~~

~~a. Hold a master's degree from an accredited college or university. (3-16-04)~~

~~b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)~~

~~c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)~~

~~d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)~~

~~**02. Superintendent Endorsement.** To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)~~

~~a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)~~

~~b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)~~

~~c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-30-07)~~

~~d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary~~

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~~supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~c. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)~~

~~**03. Director of Special Education and Related Services Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)~~

~~a. Hold a master's degree from an accredited college or university. (3-16-04)~~

~~b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)~~

~~c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (3-30-07)~~

~~e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)~~

~~f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)~~

~~**027. PUPIL PERSONNEL SERVICES CERTIFICATE**~~

~~Persons who serve as school counselors, school psychologists, speech language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)~~

~~**01. Counselor Endorsement (K-12).** To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (5-8-09)~~

~~a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (4-11-15)~~

~~b. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)~~

~~**02. School Psychologist Endorsement.** This endorsement is valid for five (5) years. In order to renew~~

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~~the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-29-12)~~

~~a. Completion of an approved thirty (30) semester credit hour, or forty five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)~~

~~b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)~~

~~c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)~~

~~d. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-29-12)~~

~~**03. School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)~~

~~a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health related field from an accredited institution. (5-8-09)~~

~~b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (5-8-09)~~

~~i. Health program management; (5-8-09)~~

~~ii. Child and adolescent health issues; (5-8-09)~~

~~iii. Counseling, psychology, or social work; or (5-8-09)~~

~~iv. Methods of instruction. (5-8-09)~~

~~c. Additionally, each candidate must have two (2) years' full time (or part time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)~~

~~**04. Interim Endorsement School Nurse.** This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)~~

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~~05. **Speech Language Pathologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)~~

~~06. **Audiology Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)~~

~~07. **School Social Worker Endorsement.** This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)~~

~~a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out of state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)~~

~~b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)~~

~~08. **Interim Endorsement Speech Language Pathologist.** This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in Speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)~~

~~**028. EXCEPTIONAL CHILD CERTIFICATE.**~~

~~Holders of this certificate work with children who have been identified as having an educational impairment.~~

~~(3-16-04)~~

~~01. **General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)~~

~~02. **Generalist Endorsement (K-12).** The Generalist K-12 endorsement is non categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)~~

~~a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)~~

~~b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out of state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)~~

~~c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)~~

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~~d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)~~

~~**03. Early Childhood Special Education Endorsement (Pre-K-3).** The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)~~

~~a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive, language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent teacher relations; and, Field work to include an internship and student teaching at the Pre-K-3 grades. (4-7-11)~~

~~**04. Deaf/Hard of Hearing Endorsement (K-12).** Completion of a minimum of thirty three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (4-11-15)~~

~~a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)~~

~~b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)~~

~~c. Completion of a program from an out of state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)~~

~~d. Completion of a program of a minimum of thirty three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-15)~~

~~**05. Visual Impairment Endorsement (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)~~

~~a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)~~

~~b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out of state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)~~

~~c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)~~

~~d. Each candidate must have a qualifying score on an approved core content assessment and a second~~

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~~assessment related to the specific endorsement requested. (4-11-15)~~

~~**029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.**~~

~~Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)~~

~~**01. Special Education Consulting Teacher Eligibility for Endorsement.** To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)~~

~~a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (4-4-13)~~

~~i. Assessment of learning behaviors; (4-4-13)~~

~~ii. Individualization of instructional programs based on educational diagnosis; (4-4-13)~~

~~iii. Behavioral and/or classroom management techniques; (4-4-13)~~

~~iv. Program implementation and supervision; (4-4-13)~~

~~v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)~~

~~vi. Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)~~

~~vii. Counseling skills and guidance of professional staff. (4-4-13)~~

~~b. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)~~

~~c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)~~

~~i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)~~

~~ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)~~

~~(1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)~~

~~(2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)~~

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- ~~(3) Promoting Professional Learning for Continuous Improvement; (4 4 13)~~
- ~~(4) Facilitating Improvements in Instruction and Student Learning; (4 4 13)~~
- ~~(5) Using Assessments and Data for School and District Improvement; (4 4 13)~~
- ~~(6) Improving Outreach and Collaboration with Families and Community; and (4 4 13)~~
- ~~(7) Advocating for Student Learning and the Profession. (4 4 13)~~

~~d. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4 4 13)~~

~~**02. Mathematics Consulting Teacher – Eligibility for Endorsement.** To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)~~

~~a. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (4 4 13)~~

- ~~i. Structural Components of Mathematics; (4 4 13)~~
- ~~ii. Modeling, Justification, Proof and Generalization; (4 4 13)~~
- ~~iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4 4 13)~~

~~b. Experience. Completion of a minimum of three (3) years' teaching experience. (3-29-10)~~

~~c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4 4 13)~~

~~i. Ninety (90) contact hours to include a combination of face to face and field-based professional development activities; and (4 4 13)~~

~~ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4 4 13)~~

- ~~(1) Understanding Adults As Learners to Support Professional Learning Communities; (4 4 13)~~
- ~~(2) Accessing and Using Research to Improve Practice and Student Achievement; (4 4 13)~~
- ~~(3) Promoting Professional Learning for Continuous Improvement; (4 4 13)~~
- ~~(4) Facilitating Improvements in Instruction and Student Learning; (4 4 13)~~
- ~~(5) Using Assessments and Data for School and District Improvement; (4 4 13)~~
- ~~(6) Improving Outreach and Collaboration with Families and Community; and (4 4 13)~~

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~~(7) Advocating for Student Learning and the Profession. (4 4 13)~~

~~d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4 4 13)~~

030. (RESERVED)

~~**031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.**~~

~~**01. List of Names.** Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4 11 06)~~

~~**02. Notarized Copy.** Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4 11 06)~~

~~**03. Authorization Letter.** Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4 11 06)~~

~~**032. POSTSECONDARY SPECIALIST.**~~

~~A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3 26 08)~~

~~**01. Renewal.** This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3 26 08)~~

~~**02. Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3 26 08)~~

~~**03. Qualifications.** The candidate must: (3 26 08)~~

~~a. Hold a masters degree or higher in the content area being taught; (3 26 08)~~

~~b. Be currently employed by the post secondary institution in the content area to be taught; and (3 26 08)~~

~~c. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3 26 08)~~

~~**033. ONLINE TEACHER ENDORSEMENT (PRE-K 12).**~~

~~**01. Online Teacher Endorsement.** To be eligible for an Online Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4 7 11)~~

~~a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4 7 11)~~

~~b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4 7 11)~~

~~c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or~~

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~~have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre K-12 within the past three (3) years. (4-7-11)~~

~~d. Provides verification of completion of a state approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state approved equivalent. (4-7-11)~~

~~**02. Proficiency in Idaho Standards for Online Teachers.** Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)~~

~~a. Knowledge of Online Education and Human Development; (4-7-11)~~

~~b. Facilitate and Inspire Student Learning and Creativity; (4-7-11)~~

~~c. Design and Develop Digital Age Learning Experiences and Assessments Standards; (4-7-11)~~

~~d. Model Digital Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)~~

~~e. Engage in Professional Growth and Leadership. (4-7-11)~~

~~**034. CERTIFICATION STANDARDS FOR PROFESSIONAL TECHNICAL EDUCATORS.**~~

~~Teachers of professional technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional Technical Education, and application processes are managed by the Division of Professional Technical Education. (3-16-04)~~

~~**035. DEGREE BASED PROFESSIONAL TECHNICAL CERTIFICATION**~~

~~**01. Teacher Preparation Through Degreeed Program.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)~~

~~**02. Professional Technical Administrator Certificate.** The Professional Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional Technical Education. (3-16-04)~~

~~a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)~~

~~b. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)~~

~~c. Hold a masters degree; and, (3-16-04)~~

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~~d. Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional technical education; administration of personnel; and legal aspects of professional technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-16-04)~~

~~e. To renew the Professional Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional technical teachers. (3-16-04)~~

~~03. **Work Based Learning Coordinator Endorsement.** Educators assigned to coordinate approved work-based experiences must hold the Work Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)~~

~~04. **Career Counselor Endorsement.** The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional Technical Education; and Theories of Occupational Choice. (3-16-04)~~

~~**036. INDUSTRY BASED PROFESSIONAL TECHNICAL CERTIFICATION.**~~

~~Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional technical educators who teach courses to 9-12 students. (3-16-04)~~

~~01. **General Requirements.** Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)~~

~~a. Have sixteen thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional technical education program. (3-16-04)~~

~~b. Have a bachelor's degree in the specific occupation or related area, plus six thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)~~

~~c. Meet one (1) of the following: (3-16-04)~~

~~i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)~~

~~ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)~~

~~iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience~~

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~~in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)~~

~~**02. Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)~~

~~**a.** Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)~~

~~**b.** Complete a new teacher induction workshop at the state or district level. (3-16-04)~~

~~**c.** File a Professional Development Plan with the State Division of Professional Technical Education. (3-16-04)~~

~~**d.** Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)~~

~~**03. Standard Occupational Specialist Certificate.** This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period. (3-16-04)~~

~~**04. Advanced Occupational Specialist Certificate.** This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)~~

~~**a.** Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)~~

~~**b.** Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)~~

~~**c.** File a new Professional Development Plan for the next certification period. (3-16-04)~~

~~**d.** This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)~~

037. -- 041. (RESERVED)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow

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the alternate certification requirements provided herein. (4-4-13)

043.01. Alternative Authorization -- Teacher To New Certification.

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable one year and may be renewed for not more than three (3) years. (5-8-09)

01a. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (5-8-09)

02b. A candidate must participate in an approved ~~Alternative~~ alternative R route ~~P~~ preparation ~~P~~ program. (3-20-04)

~~a. Option I Teacher to New Certification/Endorsement. (5-8-09)~~

~~i. The Ccandidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The Ccandidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years maintain eligibility. (3-20-04)~~

~~ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)~~

~~iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)~~

~~b. Option II National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)~~

~~c. Option III Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)~~

~~d. Option IV Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)~~

~~i. Pathway 1 Endorsements may be added through state approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1) year state approved mentoring component. (5-8-09)~~

~~ii. Pathway 2 Endorsements may be added through state approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1) year state approved mentoring component and passing a final pedagogy assessment. (5-8-09)~~

044. ALTERNATIVE AUTHORIZATION -- CONTENT SPECIALIST.

The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable one (1) year and may be renewed for not more than three (3) years. (3-20-04)

01. Initial Qualifications.
(3-20-04)

a. ~~Prior to application, a~~ A candidate must hold a Bachelor's degree or have completed all of the

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requirements of a Bachelor's degree except the student teaching or practicum portion. (4-4-13)

b. ~~The candidate shall meet enrollment qualifications of the alternative route preparation program. The hiring district shall ensure the candidate is highly and uniquely qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.~~ (3-20-04)

02. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program.
(3-20-04)

a. ~~During the first year of authorization~~ A consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month ~~until certified~~ while teaching under the alternative authorization. (3-20-04)

b. ~~Prior to entering the classroom,~~ †The candidate must complete eight (8) to sixteen (16) weeks of accelerated study in education pedagogy prior to the end of the first year of authorization. (3-20-04)

c. Candidate will work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)

d. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

e. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

045. NON-TRADITIONAL ROUTE TO TEACHER CERTIFICATION.

An individual may acquire interim certification as found in Section ~~015-016~~ of these rules through an approved non-traditional route certification program. (3-20-14)

01. Approval of the Program. The State Board of Education must approve any non-traditional route to teacher certification. The program must include, at a minimum, the following components: (3-20-14)

- a. Preassessment of teaching and content knowledge; (4-6-05)
- b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)
- c. Exams of pedagogy and content knowledge. (4-6-05)

02. Eligibility. Individuals who possess a bachelor's degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)

03. Requirements for Completion. To complete this non-traditional route, the individual must: (3-20-14)

- a. Complete a Board approved program; (4-6-05)
- b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

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- c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. ~~The term of the interim certification shall be three (3) years.~~ During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year ~~a~~-teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate include an interim certificate. (3-20-14)

05. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a full Idaho Teacher Certification Educator Credential during the three (3) year interim certification term. (4-6-05)

06. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

046. (RESERVED)

047. ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES.

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are already defined in Subsections ~~027.15.04 and 027.08 respectively~~, of these rules. (4-11-15)

01. Term of Validity. Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)

02. Initial Qualifications. The applicant must complete the following: (4-2-08)

a. Prior to application, a candidate must hold a Masters degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)

b. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

03. Alternative Route Preparation Program. (4-2-08)

a. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. (4-2-08)

b. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

c. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

d. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

048. -- 059. (RESERVED)

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060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

01. Application for Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

02. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

d. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)

g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (5-8-09)

03. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

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c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

061. -- 065. (RESERVED)

066. FEES.

The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75) (3-16-04)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars (\$100) (3-16-04)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars (\$25) (3-16-04)

05. To Replace an Existing Certificate. Ten dollars (\$10). (3-16-04)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND CRIMINAL HISTORY CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).

All certificated and noncertificated employees and other individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a criminal history check. (4-9-09)

01. Definitions. (4-9-09)

a. Applicant. An individual applying for Idaho Certification or a certificated or non-certificated individual applying for employment. (4-9-09)

b. Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

c. Candidate. An individual attending a postsecondary program. (4-9-09)

d. Certificated Employee. An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA. (4-9-09)

e. Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (4-9-09)

f. Conviction. The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. (4-9-09)

g. Criminal History Check (CHC). A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (4-9-09)

h. Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (4-9-09)

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- i.** Irregular Contact. Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students. (4-9-09)
- j.** Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously. (4-9-09)
- k.** Non-Certificated Employee. An individual employed in a non-certificated position. (4-9-09)
- l.** Open Date. The date a fingerprint card or scan is entered into the database as an electronic file. (4-9-09)
- m.** Rejected Fingerprint Cards. A fingerprint card that has been returned by the BCI, FBI or SDE for poor quality prints, lack of signature, card being older than six (6) months, or other incomplete information. (4-9-09)
- n.** Scan. The process of capturing an individual's fingerprints by an electronic process. (4-9-09)
- o.** Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of a school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This excludes extra-curricular trips of one-day length starting during the school day. (4-9-09)
- 02. Fee.** The SDE shall charge a forty dollars (\$40) fee for undergoing a criminal history check. (4-9-09)
- 03. Rejected Fingerprint Cards or Scans.** (4-9-09)

 - a.** When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)
 - b.** The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractors, postsecondary program, or individual. (4-9-09)
 - c.** A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (20) calendar days. (4-9-09)
 - d.** If the new fingerprint card and rejected fingerprint card are returned after the twenty (20) calendar day time period a forty dollar (\$40) fee is required to be paid. (4-9-09)
- 04. Secured CHC Website.** The SDE will maintain a CHC website listing the CHC results. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate. (4-9-09)

 - a.** Upon a signed agreement the SDE will issue a password to access the CHC website. (4-9-09)
 - b.** Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (4-9-09)
- 05. Fingerprinting & Criminal History Checks.** (4-9-09)

 - a.** The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (4-9-09)
 - b.** The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)

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c. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (4-9-09)

06. Non-Certificated Employees. Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (4-9-09)

07. Substitute Teachers. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a criminal history check. The SDE shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a criminal history check every five (5) years in accordance with Section 33-512, Idaho Code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions. (4-9-09)

08. Break In Service. (4-9-09)

a. When an employee returns to any LEA after a break in service a new criminal history check must be completed. (4-9-09)

b. When an employee changes employment between LEAs a new CHC must be completed regardless of the most recent CHC. (4-9-09)

09. Postsecondary. (4-9-09)

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for student teaching, internships or practicum. (4-9-09)

b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (4-9-09)

c. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved. (4-9-09)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs.

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(3-20-14)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)

d. Committing any act of harassment as defined by district policy; (4-11-06)

e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)

f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)

g. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)

h. Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)

i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)

j. Conduct that is detrimental to the health or welfare of students; and (3-20-14)

k. Deliberately falsifying information presented to students. (3-20-14)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

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a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, parents, or patrons; (3-20-14)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

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- d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)
 - e. Use of school property for private financial gain; (3-20-14)
 - f. Use of school computers to deliberately view or print pornography; and, (3-20-04)
 - g. Deliberate use of poor budgeting or accounting practices. (3-20-04)
- 07. Principle VI - Compensation.** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)
 - b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)
 - c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)
 - d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)
- 08. Principle VII - Confidentiality.** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)
 - b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)
- 09. Principle VIII - Breach of Contract or Abandonment of Employment.** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)
 - b. Willfully refusing to perform the services required by a contract; and, (3-20-04)
 - c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)
- 10. Principle IX - Duty to Report.** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)
 - b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

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- c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)
 - d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)
- 11. Principle X - Professionalism.** A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)
 - b. Committing any act of harassment toward a colleague; (4-11-06)
 - c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)
 - d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)
 - e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)
 - f. Taking or possessing images (digital, photographic or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

- 01. Administrative Complaint.** A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)
- 02. Allegation.** A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)
- 03. Certificate.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)
- 04. Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)
- 05. Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)
- 06. Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)
- 07. Conditional Certificate.** Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

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- 08. Contract.** Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)
- 09. Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)
- 10. Educator.** A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)
- 11. Education Official.** An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)
- 12. Executive Committee.** A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (3-20-14)
- 13. Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)
- 14. Hearing Panel.** A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)
- 15. Investigation.** The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education. (3-20-14)
- 16. Minor.** Any individual who is under eighteen (18) years of age. (3-20-04)
- 17. Not-Sufficient Grounds.** A determination by the Executive Committee that there is not-sufficient evidence to take action against an educator's certificate. (3-20-14)
- 18. Principles.** Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)
- 19. Reprimand.** A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)
- 20. Respondent.** The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)
- 21. Revocation.** The invalidation of any Certificate held by the educator. (3-20-04)
- 22. Stipulated Agreement.** A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)
- 23. Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)
- 24. Sufficient Grounds.** A determination by the Executive Committee that sufficient evidence exists

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to issue an Administrative Complaint. (3-20-04)

078. -- 089. (RESERVED)

~~**090. INTERSTATE CERTIFICATION COMPACT.**~~

~~Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact member state and to teachers entering another compact member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)~~

091. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the Council for the Accreditation of Educator Preparation (CAEP) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-12-14)

02. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

03. Continuing Approval. (3-29-12)

a. The state of Idaho will follow the National Council for Accreditation of Teacher Education (NCATE) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-29-12)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (3-29-12)

04. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all in-state expenses for on-site teacher preparation reviews from its budget. (4-6-05)

b. Requesting institutions pay for all out-of-state expenses related to on-site teacher preparation program reviews. (4-6-05)

101. -- 109. (RESERVED)

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The

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policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average
Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (4-1-97)

111. -- 119. (RESERVED)

120. LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will

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be a matter of public record and communicated to the certificated personnel for whom it is written. (3-20-14)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Outcomes; (3-20-14)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b.** Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Using Assessment in Instruction; and (3-29-12)
 - v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d.** Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)

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vi. Showing Professionalism. (3-29-10)

02. Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations: (4-11-15)

a. Parent/guardian input; (3-20-14)

b. Student input; and/or (3-20-14)

c. Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable.

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Parent/guardian input, student input and/or portfolios shall be considered as sources of data to support professional practice. (4-11-15)

- e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)
 - f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)
 - g. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)
 - h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)
 - i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)
 - j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)
 - k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)
 - l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)
 - m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)
 - n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2013, districts shall have established an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:
 - i. Unsatisfactory being equal to "1"; (3-20-14)
 - ii. Basic being equal to "2"; and (3-20-14)
 - iii. Proficient being equal to "3". (3-20-14)
 - o. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-20-14)
- 06. Evaluation Policy - Frequency of Evaluation.** The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that

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the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL.

For principal evaluations conducted on or after July 1, 2014, each school district board of trustees will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department. The process of developing criteria and procedures for principal evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components: (4-11-15)

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-20-14)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-20-14)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-20-14)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (3-20-14)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-20-14)

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ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-20-14)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-20-14)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-20-14)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-20-14)

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-20-14)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-20-14)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-20-14)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-20-14)

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-20-14)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-20-14)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-20-14)

02. Professional Practice. For evaluations conducted on or after July 1, 2014, all principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of all principal evaluations, district evaluation models shall also include at least one (1) of the following: (3-20-14)

a. Parent/guardian input; (3-20-14)

b. Teacher input; (3-20-14)

c. Student input; and/or (3-20-14)

d. Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must

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be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-20-14)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. (3-20-14)

b. Evaluation criteria -- statements of the general criteria upon which principals be evaluated. (3-20-14)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. The individuals assigned this responsibility shall have received training in evaluation. (3-20-14)

d. Sources of data -- description of the sources of data used in conducting principal evaluations. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data. (3-20-14)

e. Procedure -- description of the procedure used in the conduct of principal evaluations. (3-20-14)

f. Communication of results -- the method by which principals are informed of the results of evaluation. (3-20-14)

g. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-20-14)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (3-20-14)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's principal evaluation system. (3-20-14)

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. (3-20-14)

l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals. (3-20-14)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals. (3-20-14)

n. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2014, districts shall have established an individualized principal evaluation rating system with a minimum of three rankings used to differentiate performance of principals including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

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o. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-20-14)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all principals on a fair and consistent basis. All principals shall be evaluated at least once annually no later than May 1 of each year. (3-20-14)

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

122. -- 129. (RESERVED)

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (4-1-97)

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes. (3-16-04)

02. Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year. (4-1-97)

131. -- 139. (RESERVED)

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, private and parochial schools, and alternative schools not identified in Subsection 140.01.a. through 140.01.e. of this rule. (Section 33- 119, Idaho Code) (3-20-14)

01. Alternative Schools. Beginning with the 2014-15 school year, an alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.01.a. through 140.01.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.01.a. through 140.01.e. shall be considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-20-14)

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a. School has an Average Daily Attendance greater than or equal to 36 students based on previous years enrollment; (3-20-14)

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for “make-up” or short periods of time; (3-20-14)

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-20-14)

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-20-14)

e. School receives its own accountability rating for federal reporting purposes. (3-20-14)

02. Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance. (4-2-08)

03. Standards. Schools will meet the accreditation standards of the Northwest Accreditation Commission. (3-29-12)

04. Reporting. An annual accreditation report will be submitted to the State Board of Education. (4-2-08)

141. -- 149. (RESERVED)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (5-8-09)

151. -- 159. (RESERVED)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (5-8-09)

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-02)

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-04)

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04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (4-1-97)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-02)

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (7-1-04)

161. -- 169. (RESERVED)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (Section 33-1508; 33-1509, Idaho Code) (5-8-09)

171. -- 179. (RESERVED)

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (7-1-02)

181. -- 189. (RESERVED)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. (Section 33-1006, Idaho Code) (5-8-09)

191. -- 219. (RESERVED)

220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.

In the view of the State Board of Education, public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices that are in keeping with the present state of the law. These practices are designed to ensure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution, or state law. These practices should include the following: (Section 33-519, Idaho Code) (4-1-97)

01. Scheduling. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (4-1-97)

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02. Voluntary Decision. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (4-1-97)

03. Time Limit. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. (4-1-97)

04. Location. Release time programs will be conducted away from public school buildings and public school property. (4-1-97)

05. Request by Parent. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (4-1-97)

06. Record Maintenance. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (4-1-97)

07. Liability. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (4-1-97)

08. Course Credit. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (4-1-97)

09. Separation From Public Schools. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (4-1-97)

10. Transportation Liability. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (4-1-97)

221. -- 229. (RESERVED)

230. DRIVER EDUCATION.

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (4-7-11)

231. -- 239. (RESERVED)

240. JUVENILE DETENTION CENTERS.

01. Definition of Terms. (4-1-97)

a. Juvenile Detention Centers: Facilities that provide for the temporary care of children, as defined in the Juvenile Justice Reform Corrections Act, who require secure custody, for their own or the community's protection, in physically restricting facilities pending court disposition or subsequent to court disposition. (Section 33-2009, Idaho Code) (4-1-97)

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b. Juvenile Offender: A person, as defined in the Juvenile Justice Reform Act, who has been petitioned or adjudicated for a delinquent act that would constitute a felony or misdemeanor if committed by an adult. (4-1-97)

02. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (4-1-97)

a. Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (4-1-97)

b. Provide instruction in the core of instruction. (4-1-97)

c. Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (4-1-97)

d. Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (4-1-97)

e. Be directed by an instructor who holds an appropriate, valid certificate. (4-1-97)

f. Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (4-1-97)

g. Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (4-1-97)

h. Be provided for a minimum of four (4) hours during each school day. (4-1-97)

i. Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (4-1-97)

j. Be coordinated with the instructional program at the school the student attends, where appropriate. (4-1-97)

k. Be provided in a facility that is adequate for instruction and study. (4-1-97)

03. State Funding of Instructional Programs at Juvenile Detention Centers. (4-1-97)

a. Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (4-1-97)

b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (4-1-97)

c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (4-1-97)

241. -- 999. (RESERVED)

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SUBJECT

Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness – Graduation Requirement

REFERENCE

August 2013	Board approved a temporary and proposed rule amendments requiring the transcription of credits earned in middle school that meet certain criteria.
November 2013	Board approved pending rules changes to IDAPA 08.02.03.105.05 Middle School requiring the transcription of credits earned in middle school that meet certain criteria.
November 2014	Board approved pending rules suspending the proficiency requirements for student's graduating in 2017 and the movement of the ISAT to the 11 th grade (rejected by the 2015 legislature)
February 2015	Board was updated on the rejection of the pending rule amending IDAPA 08.02.03.105
May 2015	Board received in-service on different forms and uses of student assessments
April 2015	Board approve a temporary rule clarifying the teacher requirements for middle level courses that are eligible to be transcribed for high school content and credit requirements

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03. Rules Governing Thoroughness, subsection 105.

BACKGROUND/DISCUSSION

The proposed amendments address three (3) separate issues that are contained in the same section of Idaho Administrative Code, IDAPA 08.02.03, subsection 105 Graduation Requirements. These include the transcription of middle level (school) credits to a student's high school transcript, the Idaho Standards Achieve Test (ISAT) graduation proficiency requirements, and the alternate paths to graduation for those students that do not meet the proficiency requirement to graduate.

In 2013 the Board approved changes to IDAPA 08.02.03.105.05 allowing students who complete a course meeting the following criteria to have the credit for that course transcribed to their high school transcript:

- Student received a "C" or higher
- Course meets the same standards as the transcribed high school course
- Teacher is properly certified and highly qualified to teach the course

Since the rules adoption, Board staff have received several calls from parents requesting their student's grades not be transcribed, as they believe it would

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impact their student's high school grade point average negatively. In addition to the parent's request, Board staff have received a request from the Pocatello School District requesting a waiver of the administrative rule for the same reason. Rather than waive the rule, staff has determined that an amendment allowing for the parents' choice would be a more appropriate long term solution. In April 2015 the Board approved temporary rule changes to provide this clarification. The temporary rule was necessary at the time to provide schools with clarification prior to the end of the school year. The proposed amendment regarding this issue will incorporate the language already approved by the Board as the temporary rule.

As part of the transition to the ISAT by Smarter Balance (administered by AIR) the Board had approved changes to the graduation proficiency requirement, these changes in part moved the grade level requirement from grade ten (10) to grade eleven (11), exempted those students graduating in 2016 and 2017 from having to show proficiency on the assessment to graduate and allowed those students who showed proficiency in grade nine (9) to bank their scores. The exemption for those students graduating in 2016 has been in place since 2014, during the 2015 legislative session the pending rule exempting students graduating in 2017 as well as moving the assessment to grade eleven (11) was rejected. The proposed changes to address this issues would remove the language allowing students who show proficiency in grade nine (9) to bank their scores and would add language that would exempt those students who will graduate in 2017 from having to show proficiency to graduate.

During the transition to the new version of the ISAT additional students who do not meet the traditional requirements to qualify for an alternate route to graduation, but are eligible to use and alternate route to graduation due to not scoring proficient by the end of grade 11, are using their districts alternate routes to graduation. This has brought more attention to the alternate routes developed by the school districts and the need for additional language that addresses common concerns that have been observed by Board staff who receive the plans from the districts. Proposed amendments to this section would include removing the requirement that the student must go through an appeals process with the school district or charter school first, even though eligibility has already been established, clarifying language regarding submittal vs. approval of the school district plans prior to implementation by the school district, clarification that multiple measures does not mean single measures in multiple paths, and that the measures must be in addition to standard school district or state graduation requirements, and a requirement that the school districts provide documentation/rational of how they determined the multiple measures demonstrate grade ten (10) proficiency.

IMPACT

Approval of the proposed rule will address several outstanding issues with the current language that were caused in part by the partial rejection of the pending rule approved by the Board in 2014.

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ATTACHMENTS

Attachment 1 –Proposed Rule IDAPA 08.02.03.105

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the February 2015 Board meeting the Board discussed potential impacts of the rejection of the pending rule amending IDAPA 08.02.03.105 and the consequences of not moving the ISAT graduation proficiency requirement to grade eleven (11), action was deferred to later, unspecified, date. At the February 2015 Board meeting, concern was expressed that if the assessment was developed as a grade eleven (11) assessment students taking the assessment in grade ten (10) might be at a disadvantage. It was determined that the new assessment was an adaptive test and is initially thought to be valid for up to two (2) grades above or below the grade level it was developed for. Additional concern was expressed that if the assessment was ultimately moved to grade eleven (11) then students would be required to take two state assessments in the same year, the ISAT and the college entrance exam. There was some discussion of allowing students to take the college entrance exam in grades eleven (11) and twelve (12). Allowing this change to the college entrance exam requirement would adversely affect the use of the exam as part of the Direct Admissions initiative. Leaving the ISAT proficiency requirement in grade ten (10) also has implication on whether or not Idaho's public postsecondary institutions would be able to use it as a college placement exam.

The Board's Accountability Oversight Committee has discussed the issue and their preliminary recommendation, until further data is gathered and a final decision is made on the states accountability system, is that the assessment should remain in grade ten (10) at this time.

If the Board chooses to leave the ISAT proficiency requirement in grade ten (10) then those students graduating in 2017 would have taken it in the Spring of 2015, the same year as the field test and prior to the setting of the statewide achievement level descriptors (cut scores), making a strong argument that these students should be exempt from the graduation requirement. The use of the ISAT as a graduation requirement is a separate issue than the use of the ISAT as part of the state's accountability system and should not be confused with the Elementary Secondary Education Act requirements.

BOARD ACTION

I move to approve the Proposed Rule amendments to IDAPA 08.02.03.105 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math

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are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented

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medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the fall statewide administration of the college entrance exam. (4-1-15)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any high school course if: the requirements outlined in subsections 105.05.1. through 105.05.c. of this rule are met. (4-1-15)()

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and (3-12-14)()

c. The course is taught by a teacher properly ~~certificated~~ certified teacher to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-12-14)()

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course(s) meet(s) the requirements specified in subsection 105.05.a. through 105.05.c. of this rule. (3-12-14)()

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate unless specifically exempted from doing so as contained herein. Students who will graduate in 2016 and who received a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 grade ten (10) Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans that are not in conformance with the requirements of subsection 106.b. shall be returned to the LEA and must be resubmitted. Alternate plans must be promptly re-submitted to the Board whenever changes are made in

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such plans. LEA must provide a descriptive summary of how each measure is aligned to the grade ten (10), or higher, state content standards and shows students proficiency. The Board may request plans are submitted in a common format or additional information as necessary to determine plans are in conformance with these rules.

(3-12-14)

a. Before entering an alternate ~~measure~~plan, the student must be: (4-2-08)

i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The alternate plan must: (4-7-11)

i. Contain multiple measures of student achievement, if alternate paths are available to the student within the LEA's alternate plan, each path must contain multiple measures; ~~(4-7-11)~~()

ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)

iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)

iv. Be valid and reliable; ~~and~~ ~~(4-7-11)~~()

v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance; ~~(4-7-11)~~ (4-7-11)

vi. At least one (1) measure must utilize an externally-created, validated assessment as the evaluation tool; and ()

vii. Measures may not be duplicative of the State or LEA's standard graduation requirements. ()

c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

v. The student will graduate in 2017 and completed the grade ten (1) ISAT in math, reading and language usage in 2015. ()

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

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07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

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SUBJECT

Proposed Rule – IDAPA 08.02.03. Advanced Opportunities

REFERENCE

February 2015

Board amended Board policy III.Y. Advanced Opportunities, redefining Tech Prep as Technical Competency Credit

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, III.Y. Advanced Opportunities.

Idaho Administrative Code, IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

In 2014 Board and institution staff worked together to bring forward amendment to Board policy III.Y. Advanced Opportunities, these amendments included clarifying dual credit standards (academic and professional-technical) and redefining what was once called “Tech Prep” to “Technical Competency Credit.” Like Tech Prep, Technical Competency Credit allows secondary students to document proficiency in the skills and abilities they develop in approved high school professional-technical programs to be evaluated for postsecondary transcription at a later date.

IDAPA 08.02.03 as part of the definition of Advance Opportunities used the term “Tech Prep,” the proposed amendment would update the term as Technical Competency Credit and provide a definition for Technical Competency Credit that would replace the existing Tech Prep definition.

IMPACT

Approval of the proposed rule will IDAPA 08.02.03.007 and 009 will bring the rule into alignment with Board policy III.Y.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.02.03 Amendments

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

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BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (4-2-08)

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, ~~Teek~~ Prep Technical Competency Credit, or International Baccalaureate programs. (4-11-06)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

04. All Students. All students means all public school students, grades K-12. (4-11-06)

05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (4-5-00)

08. Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school computer lab. (4-4-13)

09. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

10. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

11. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either

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continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

12. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

13. Context (of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

14. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

15. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

16. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

17. "C" Average. A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. (4-11-06)

18. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

19. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

20. Emergent Literacy. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

21. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

22. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

23. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

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24. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

25. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

26. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

27. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

28. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

09. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

10. Performance Criteria. A description of the characteristics that will be judged for a task.

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Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

11. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

12. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

13. Professional Development. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which: (4-4-13)

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Common Core standards. (4-4-13)

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. (4-4-13)

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. (4-4-13)

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. (4-4-13)

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. (4-4-13)

14. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

15. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

16. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

17. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

18. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

19. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill

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mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

20. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

21. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

22. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

23. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

24. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well-developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

25. Synchronous Course. A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)

009. DEFINITIONS T - Z.

01. ~~Teeh-Prep~~ Technical Competency Credit. ~~Teeh-Prep~~ Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school professional-technical programs to be evaluated for postsecondary transcription at a later date. combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included as part of a high school professional-technical program and approved by the postsecondary institution through the agreement in advance to student participation. (4-11-06)()

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

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03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

05. 2+2 or 4+2. A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

06. Unique Student Identifier. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (5-8-09)

07. Writing Process. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08. Word Recognition. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

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UNIVERSITY OF IDAHO

SUBJECT

Proposed Rule – IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

REFERENCE

May 14, 2014	Board approval of seed certification standards and temporary and proposed rule, IDAPA 08.05.01, Rules Governing Seed and Plant Certification - as presented.
August 14, 2014	Board approval of pending rule, IDAPA 08.05.01.
April 16, 2015	Board approval of amended seed certification standards.
May 20, 2015	Board approval of temporary rule amending seed certification standards.

APPLICABLE STATUTE, RULE, OR POLICY

Title 22 Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.
Idaho Administrative Code, IDAPA 08.05.01 Rules Governing Seed and Plant Certification.

BACKGROUND/DISCUSSION

During the 2014 calendar year the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the state of Idaho, as contained in the Seed and Plant Certification Act of 1959 (Idaho Code Title 22 Chapter 15). The Board's action entailed incorporating into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through a long established process involving the ICIA Board working in conjunction with committees for the various seed crops, composed of individuals representing the seed growers and processors, to create and then continuously update the standards. Standards and any revisions to existing standards are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval and then presented for approval by the University's Director of the Agriculture Experiment Station.

In 2014, the ICIA standards were incorporated into Board rule exactly as they were published by the ICIA and available to the public through the ICIA web-site. This action brought the standards into compliance with Idaho Code Sections 22-1504 and 22-1505 (which require promulgation of the seed certification standards under the Idaho Administrative Procedures Act (IDAPA) process), and did so in a fashion that did not disrupt the crop seed industry which had been operating under the existing standards for over 50 years. This was accomplished by the Board under a temporary and proposed rule such that effective with the initial approval of the Board in May

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2014, the seed certification program was in compliance with the IDAPA rule requirements.

Following the incorporation of the rules into Administrative Rule, the ICIA reviewed its published standards and determined that a significant portion of the materials published on the website fall outside of the standards and are more accurately defined as processes. To address this, ICIA has created separate documents each for the actual standards and for the processes that are used for establishing whether the standards are met for a particular crop. The Board approved the amended standards at the April 15-16, 2015 Board meeting and approved a temporary rule at the May 20, 2015 Special Board meeting incorporating those standards by reference into IDAPA 08.02.05. The University of Idaho is now asking the Board to approve those same standards into a proposed rule.

IMPACT

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, making the changes permanent.

ATTACHMENTS

Attachment 1 – Proposed Rule – IDAPA 08.05.01	Page 3
Attachment 2 –Standards for Seed and Plant Certification	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The rule was originally run as a temporary rule to allow for the updated standards to take effect immediately and allow the ICIA to go through their fee setting process to determine if there would be any changes to the fees that are also a part of IDAPA 08.05.01. The ICIA has completed their fee setting process and has determined there would be no increase in their fees this year.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.05.01, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 05
CHAPTER 01

08.05.01 - RULES GOVERNING SEED AND PLANT CERTIFICATION

1. LEGAL AUTHORITY.

This chapter is adopted under the authority of Title 22, Chapter 15, Idaho Code. (4-6-15)

2. TITLE AND SCOPE.

1. Title. The title of this chapter is IDAPA 08.05.01, "Rules Governing Seed and Plant Certification," by Idaho Crop Improvement Association, Inc. (4-6-15)

2. Scope. These rules shall govern the standards and procedures for the certification of seeds, tubers, plants, or plant parts in the state of Idaho by the Regents of the University of Idaho through the Idaho Agricultural Experiment Station in the College of Agricultural and Life Sciences and its duly authorized agent, Idaho Crop Improvement Association, Inc., as an agent and instrumentality and servant of the State. (4-6-15)

3. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rule of this chapter will be made available at the Idaho State Board of Education office. (4-6-15)

4. ADMINISTRATIVE APPEAL.

There is no provision for administrative appeals before the Board under this chapter. Hearing and appeal rights are set forth in Title 67, Chapter 52, Idaho Code. (4-6-15)

5. INCORPORATION BY REFERENCE.

The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at <http://www.idahocrop.com/index.aspx>, or from the Idaho Crop Improvement Association, Inc. office. (4-6-15)

1. ~~General Seed Certification Standards~~ Prohibited Noxious Seed in Idaho Certified Seed. The ~~standard for Prohibited Noxious Seed in Idaho Certified Seed~~ General Seed Certification Standards of the Idaho Crop Improvement Association, Inc., as last modified and approved on ~~February 25, 2014~~ March 17, 2015. (4-6-15)

2. ~~Seed Certification Fee & Application Schedule~~. The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on July 11, 2014. (4-6-15)

~~3. ~~Interagency Certification Regulations and Procedures~~.~~ The ~~Interagency Certification Regulations and Procedures of the Idaho Crop Improvement Association, Inc., as last modified and approved on April 6, 2006.~~ (4-6-15)

~~4.3. ~~Idaho Alfalfa Certification Regulations in Idaho Standards~~.~~ The ~~Idaho Alfalfa Certification Regulations Standards~~ adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on ~~April 6, 2006~~ March 17, 2015. (4-6-15)

~~5.4. ~~Idaho Beans Certification Regulations in Idaho Standards~~.~~ The ~~Idaho Beans Certification Regulations Standards~~ adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on ~~December 12, 2009~~ March 17, 2015. (4-6-15)

~~6.5. ~~Idaho Red Clover Certification Regulations in Idaho Standards~~.~~ The ~~Idaho Red Clover Certification Regulations Standards~~ adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~April 6, 2006~~ March 17, 2015. (4-6-15)

~~7.6. ~~Idaho Chickpea (Garbanzo Beans) Certification Regulations in Idaho Standards~~.~~ The ~~Idaho Chickpea (Garbanzo Beans) Certification Regulations Standards~~ adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~April 6, 2006~~ March 17, 2015. (4-6-15)

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8.7. Idaho Grain Certification Regulations in Idaho Standards. The Idaho Grain Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~March 10, 2014~~ March 17, 2015. (4-6-15)

9.8. Idaho Grass Seed Certification Regulations in Idaho Standards. The Idaho Grass Seed Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~March 10, 2014~~ March 17, 2015. (4-6-15)

10.9. Canola, Mustard and Idaho Rapeseed/Canola/Mustard Certification Regulations in Idaho Standards. The Idaho Rapeseed/Canola/Mustard and Rapeseed Certification Standards Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~January 29, 2014~~ March 17, 2015. (4-6-15)

11.10. Rules of Certification for Seed Idaho Potatoes Certification Standards in Idaho. The Rules of Certification for Seed Potatoes Idaho Potato Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~April 21, 2014~~ March 17, 2015. (4-6-15)

12.11. Pre-Variety Germplasm Certification Regulations in Idaho. The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved ~~April 11, 2014~~ March 17, 2015. (4-6-15)

12. Miscellaneous Crop Idaho Lentil Certification Regulations in Idaho Standards. The Miscellaneous Crop Idaho Lentil Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved ~~April 6, 2006~~ March 17, 2015. (T)

13. Idaho Blue Flax Certification Standards. The Idaho Blue Flax Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

14. Idaho Milkvech Certification Standards. The Idaho Milkvech Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

15. Idaho Pea Certification Standards. The Idaho Pea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

16. Idaho Sanfoin Certification Standards. The Idaho Sanfoin Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

17. Idaho Birdsfoot Trefoil Certification Standards. The Idaho Birdsfoot Trefoil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

18. Idaho White Clover Certification Standards. The Idaho White Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

19. Idaho Penstemon Certification Standards. The Idaho Penstemon Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

13. _____ (4-6-15)

6. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

1. Physical Addresses. The main office of the Idaho Crop Improvement Association, Inc. is located at 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices are located at: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (4-6-15)

2. Office Hours. Office hours are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except

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holidays. These office hours apply to each branch. (4-6-15)

3. Mailing Addresses. The mailing address for the Idaho Crop Improvement Association, Inc. main office is 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices mailing addresses are: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (4-6-15)

4. Telephone Numbers. The telephone number for the Idaho Crop Improvement Association, Inc. main office is (208) 884-8225. The telephone numbers for the branches are: Idaho Falls (208) 522-9198; Dalton Gardens (208) 762-5300; Twin Falls (208) 733-2468. (4-6-15)

5. Fax Numbers. The fax number for the Idaho Crop Improvement Association Inc. main office is (208) 884-4201. The fax numbers for the branches are: Idaho Falls (208) 529-4358; Dalton Gardens (208) 762-5335; Twin Falls (208) 733-4803. (4-6-15)

6. PUBLIC RECORDS ACT COMPLIANCE.

These rules are public records available for inspection and copying at the Idaho Crop Improvement Association Inc., and the State Law Library. (4-6-15)

7. -- 009. (RESERVED)

10. DEFINITIONS.

In addition to the definitions set forth in Title 22, Chapter 15, Idaho Code, the definitions found in the standards of the Idaho Crop Improvement Association, Inc., incorporated by reference in Section 004 of these rules, shall apply to these rules. (4-6-15)

11. (RESERVED)

12. APPLICABILITY.

These rules shall apply to all seeds, tubers, plants, or plant parts located in, imported into, or exported from the state

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SUBJECT

Proposed Rule IDAPA 47.01.01 – Division of Vocational Rehabilitation

REFERENCE

November 2012	Board approved pending rule clarify language regarding the Divisions of Vocation Rehabilitation customer appeal and mediation process as well as technical changes.
August 2012	Board approved pending rule clarify language regarding the Divisions of Vocation Rehabilitation customer appeal and mediation process as well as technical changes.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 47.01.01

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) Field Service Manual contains internal processes to IDVR as well as eligibility and program requirements for the people and agencies IDVR serves. Currently this manual is incorporated by reference into Idaho Administrative Code, IDAPA 47.01.01. When a document is incorporated by reference into administrative rule it has the force and effect of law and can only be changed through Board approval and the rulemaking process. IDVR has identified a number of processes in the Field Service Manual that belong, more appropriately, in a policies and procedures manual of the agency.

IDVR has removed these procedures from the Field Service Manual and is requesting Board approval of the amendments as well as Board approval of a proposed administrative rule incorporating the updated Field Service Manual into IDAPA 47.01.01.

IMPACT

The proposed changes incorporate the updated Field Service Manual into rule and remove unnecessary agency procedures from the manual.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 47.01.01	Page 3
Attachment 2 – Field Services Policy Manual – Redlined	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted.

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Staff recommends approval.

BOARD ACTION

I move to approve the Division of Vocational Rehabilitations Field Service Manual as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Proposed Rule changes to IDAPA 47.01.01 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 47
TITLE 01
CHAPTER 01

IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

47.01.01 - RULES OF THE IDAHO DIVISION OF VOCATIONAL REHABILITATION

000. LEGAL AUTHORITY.

Section 33-2301, Idaho Code and the Rehabilitation Act of 1973 and all subsequent Amendments. (3-30-01)

001. TITLE AND SCOPE.

01. Title. The title of this chapter is IDAPA 47.01.01, "Rules of the Idaho Division of Vocational Rehabilitation." (5-3-03)

02. Scope. The chapter has the following scope: To streamline the existing rules and to implement program changes necessitated by the 1998 Amendments of the Rehabilitation Act of 1973. (4-5-00)

002. WRITTEN INTERPRETATIONS.

Written interpretations to these rules in the form of the explanatory comments accompanying the notice of proposed rulemaking are available from the Idaho Division of Vocational Rehabilitation, 650 W. State Street, Boise, Idaho 83720. Other agency guidance documents, as well as agency policy statements or interpretations not rising to the legal effect of a rule, if any, are available for inspection and replication at the agency Central Office during regular business hours. (2-17-09)

003. ADMINISTRATIVE APPEALS.

Administrative appeals are governed by Section 100 of these rules in accordance with 34 CFR Part 361.57. (2-17-09)

004. INCORPORATION BY REFERENCE.

01. General. Unless provided otherwise, any reference in these rules to any document identified in Subsection 004 shall constitute the full incorporation into these rules of that document for the purposes of the reference, including any notes and appendices therein. The term "documents" includes codes, standards or rules which have been adopted by an agency of the state or of the United States or by any nationally recognized organization or association. (3-30-01)

02. Documents Incorporated by Reference. The following documents are incorporated by reference into these rules: (3-30-01)

a. All federal publications through the [Rehabilitation Services Administration](#). (2-17-09)

b. Idaho Division of Vocational Rehabilitation Field Services Policy Manual, ~~November 2012~~[August 13, 2015](#), available for review on the website at <http://www.vr.idaho.gov/>. (7-1-13)

c. Workforce Investment Act, Public Law 105-220. (5-3-03)

d. Federal Register, Department of Education, 34 CFR Part 361- 363. (2-17-09)

e. The Rehabilitation Act of 1973, as amended. (2-17-09)

03. Availability of Reference Material. Copies of the documents incorporated by reference into these rules are available at the Central Office, Idaho Division of Vocational Rehabilitation, 650 W. State Street, Room 150,

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Boise, Idaho 83720, (208) 334-3390 or through access to the internet URL addresses outlined in Subsection 004.02. (2-17-09)

005. -- 009. (RESERVED)

010. DEFINITIONS.

- 01. Authorization to Purchase.** A purchase order issued on behalf of the Division. (5-3-03)
- 02. CFR.** Code of Federal Regulations. (7-1-93)
- 03. Customer.** Any individual who has applied for or is eligible for Vocational Rehabilitation services. (7-1-13)
- 04. Designated State Agency.** The Idaho State Board of Education. (5-3-03)
- 05. Designated State Unit.** The Idaho Division of Vocational Rehabilitation. (7-1-93)
- 06. IDVR.** The Idaho Division of Vocational Rehabilitation. (4-5-00)
- 07. IPE.** Individualized Plan for Employment. (4-5-00)
- 08. Most Significant Disability (MSD).** Meets the criteria as Significant Disability as found in the Rehabilitation Act of 1973, as amended, and defined in 34CFR Part 361.5 (b) 30 and is further defined as: (2-17-09)
- a.** Having a severe physical, mental, cognitive or sensory impairment which seriously limits three (3) or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; and (7-1-13)
- b.** Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time. (3-20-04)
- 09. Method of Written Notification.** The written notification of findings and conclusions arising from an Informal Dispute Resolution, Mediation, Fair Hearing, shall be served to the customer via the U.S. Postal Service. (7-1-13)
- 10. PM.** Policy Memorandum. (5-3-03)
- 11. RSA.** Rehabilitation Services Administration, U.S. Department of Education. (5-3-03)
- 12. State Administrator.** The Chief Executive Officer of the Idaho Division of Vocational Rehabilitation. (4-5-00)
- 13. VRC.** Vocational Rehabilitation Counselor. (5-3-03)

011. -- 099. (RESERVED)

100. CUSTOMER APPEALS.

In accordance with 34 CFR Part 361.57, the customer appeals process is governed by Section 100 through 103 of these rules and is outlined in the Division's agency Field Services Manual on the website at <http://www.vr.idaho.gov/> that is incorporated by reference into these rules in Subsection 004.02.b. (7-1-13)

101. INFORMAL REVIEW PROCESS.

The informal review process is an option available to the customer as a proven means likely to result in a timely resolution of disagreements. An individual must request an informal review within twenty-one (21) calendar days of the agency notice regarding the provision or denial of services that are in question. The request must be in writing to the regional manager. The request must describe the complaint. In holding an informal review, the regional manager will function as the administrative review officer. At the customer's request another regional manager may be

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substituted. The reviewer will be responsible for: (7-1-13)

01. Advising the Customer. Advising the customer of his right to have a representative present and encouraging the customer to use the services of Client Assistance Program (CAP). (7-1-13)

02. Conducting the Review. Conducting the review within fifteen (15) calendar days following written receipt of a request for such a hearing. Unless an extension is agreed upon by both parties. (7-1-13)

03. Documented Effort. When the customer makes a documented effort to utilize CAP or another advocate to resolve the dissatisfaction, the time allowed for conducting an informal review will be extended accordingly. (7-1-13)

04. Review Location. Holding the review at a time and place convenient to the customer, generally at the local IDVR branch office. (7-1-13)

05. Communication Method. Providing communication methods for those customers who have a sensory impairment. An interpreter will be provided for those customers who cannot communicate in English. (7-1-13)

06. Transportation. If needed assure that the customer is provided transportation to and from the review site. (7-1-13)

07. Written Proposal. The informal review officer (regional manager) will attempt to resolve the matter to the satisfaction of the customer, developing a written proposal with the customer at the conclusion of the appeal process. The results are binding for the agency unless the proposal is not permitted by law. The customer may reject the proposal and request a fair hearing within ten (10) calendar days of the informal review proposal or sixty (60) calendar days of the original agency decision, whichever comes later. (7-1-13)

102. MEDIATION.

Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the formal appeals process. (7-1-13)

01. Time Line. A customer must request mediation within twenty (20) calendar days of the original decision or ten (10) calendar days following the written proposal from the informal review. Mediation is available to a customer when and informal review has not resolved the dispute to the satisfaction of the customer. (7-1-13)

02. Written Request. Requests for mediation must be made in writing to the chief of field services and must clearly state the reason for dissatisfaction with the decision or results of the informal review. The chief of field services will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in the agency action that created the customer's dissatisfaction. (7-1-13)

03. Participation. Participation in the mediation process is voluntary on the part of the customer and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Once mediation has been accepted as an alternate dispute resolution method, either party may terminate the mediation process. (7-1-13)

04. Fair Hearing. Mediation may not be used to deny or delay the customer's right to pursue a fair hearing. Should the customer and/or designated representative select mediation in lieu of a fair hearing the option for a fair hearing will be extended to allow the results of the mediation to be established. Once the final results of the mediation are determined, the customer retains the right to request a fair hearing. (7-1-13)

05. Mediator. All mediation is conducted by a qualified and impartial mediator who is selected randomly from a list of mediators maintained by IDVR. (7-1-13)

06. Confidentiality. Mediation discussions are confidential and may not be used as evidence in a fair hearing. A confidentiality agreement will be signed by both parties at the beginning of the mediation process. (7-1-13)

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07. Mediation Agreement. The mediator will develop a written mediation agreement if an agreement between the parties is reached. The agreement must be signed by the customer, the mediator, and the IDVR designated representative. (7-1-13)

08. Cost. Cost of mediation is paid by IDVR. IDVR is not required to pay for any cost related to the representation of a customer. (7-1-13)

103. FAIR HEARING PROCESS.

The fair hearing process is an option available to any customer who is dissatisfied with any determination made by personnel of IDVR that affects the provisions of vocational rehabilitation services. A customer may request a fair hearing immediately without having to go through any other appeal steps. A customer may request, or if appropriate may request through the customer's representative, a timely review of the determination. Such request must be made within sixty (60) days of the IDVR decision resulting in the initial disagreement or within ten (10) calendar days of the conclusion of the informal review or mediation process, whichever is later. The fair hearing process shall include a fair hearing conducted by a fair hearing officer (FHO). (7-1-13)

01. Procedure. A fair hearing is a procedure whereby a customer who is dissatisfied with any determination concerning the provision or denial of IDVR services or the findings of the informal review or mediation may seek a determination of agency action before a fair hearing officer. (7-1-13)

02. Written Request. A request for a fair hearing must be sent in writing to the chief of field services and clearly state the customer's dissatisfaction with the agency's decision. (7-1-13)

03. Timeline. The hearing shall be conducted within sixty (60) calendar days of receipt of the individual's request for review, unless informal resolution is achieved prior to the 60th day, or the parties agree to a specific extension of time. (3-29-10)

04. Fair Hearing Officers. A list of fair hearing officers shall be identified jointly by the Administrator of IDVR and the State Rehabilitation Council. The fair hearing officer shall be selected from the list by the administrator of IDVR and the customer. (7-1-13)

05. Written Report. The fair hearing officer shall issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing. (7-1-13)

06. Decision. The decision of the fair hearing officer shall be considered final by the agency. (7-1-13)

07. Dispute. Any party who disagrees with the findings and decisions of a fair hearing officer shall have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any state court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy. (7-1-13)

104. -- 199. (RESERVED)

200. ORDER OF SELECTION.

The following order of selection will be used if the Idaho Division of Vocational Rehabilitation finds that it cannot serve all eligible customers due to a lack of either personnel and/or financial resources. The priority listings progress downward with priority one (Priority Number 1) being the most restrictive and priority four (Priority Number 4) being the least restrictive. (7-1-13)

01. Priority Number 1. At the time that a decision to move to an order of selection is made, it is determined that only those consumers who already have an existing individualized plan for employment (IPE) will continue to be served. (5-3-03)

02. Priority Number 2. At the time that a decision to move to an order of selection is made, it is determined that only those customers in Priority Number 1 above and current and future, otherwise eligible, customers rated to this or a more restrictive priority can be served. Customers meeting this priority rating are those customers

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with most significant disabilities.

(7-1-13)

03. Priority Number 3. At the time that a decision to move to an order of selection is made, it is determined that only those customers in Priorities Numbers 1 and 2 above and current and future, otherwise eligible, customers rated to this or a more restrictive priority can be served. Customers meeting this priority rating are those customers with significant disabilities. (7-1-13)

04. Priority Number 4. All eligible customers for Vocational Rehabilitation services (no order of selection in place). (7-1-13)

201. -- 299. (RESERVED)

300. CUSTOMER SERVICES.

01. Provision of Purchased Services Contingent Upon Financial Need of the Customer. The Idaho Division of Vocational Rehabilitation will apply a financial needs assessment. Financial need will not be a consideration in the determination of eligibility for Vocational Rehabilitation, but will be a consideration in allocating the cost of VR services, with some exceptions. (7-1-13)

02. Authorization to Purchase. The Division requires that when purchasing services from a vendor, an authorization must be issued prior to, or on, the beginning date of service. If services are provided without a Division approved authorization to purchase, the Division reserves the right to not honor the vendor's invoice. (5-3-03)

03. General Provisions. Idaho Division of Vocational Rehabilitation will only pay for services that contribute to the determination of eligibility or to achieve an employment outcome. (3-20-04)

04. Residency. There is no duration of residency requirement. The customer must be living in the state of Idaho and legally be able to work within the United States (i.e., non U.S. citizens must show they are legally able to work within the United States). (7-1-13)

05. Provision of CRP (Community Rehabilitation Program) Services. IDVR will purchase vocational services from CRPs that are accredited by either Commission Accreditation Rehabilitation Facilities (CARF), the Rehabilitation Accreditation Commission, or Rehabilitation Services Accreditation System (RSAS). In conjunction with the customer, the qualified professional Vocational Rehabilitation Counselor, will determine which CRP Services, if any, are required for the customer to achieve an employment outcome. (7-1-13)

301. -- 999. (RESERVED)

Field Services Policy Manual



Draft August 13, 2015~~Approved November 19, 2012~~

Effective July 1, 2016~~July 1, 2013~~

IDAHO DIVISION OF VOCATIONAL REHABILITATION
FIELD SERVICES POLICY MANUAL (~~update to index 10/2012~~)

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SECTION 1.0 – PURPOSE AND GENERAL REQUIREMENTS OF THE IDAHO VOCATIONAL REHABILITATION PARTICIPANT SERVICES PROGRAM

The Idaho Division of Vocational Rehabilitation (IDVR) program assists eligible persons with disabilities to prepare for and achieve an employment outcome. “Employment outcome” means entering or retaining full-time, or if appropriate, part-time competitive employment in the integrated labor market to the greatest extent possible. It also means supported employment; or other types of employment, including self-employment, consistent with self-sustaining activity for wages or compensation consistent with the customer’s strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice.

Competitive employment is work performed in the integrated labor market in which the customer is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by customers who do not have a disability.

The IDVR is a statewide program that develops and utilizes partnerships for effective service delivery. Partnerships vary, but include those programs authorized under the Rehabilitation Act, as amended, -such as Independent Living Centers and Tribal Vocational Rehabilitation Programs. Programs authorized under the Workforce Innovation and Opportunity Act (WIOA)~~Investment Act (WIA)~~ are utilized to the maximum extent possible as allowed in Section 188 of the Act. It is understood that each program is unique and offers unique cultural and professional expertise. Cooperative Agreements with respective programs are encouraged and should be referred to for local understanding. Staff is encouraged to understand these agreements and provide information, referral and services as appropriate to the needs of the customers they serve. Consult with the Regional Manager~~RM~~ for access to pertinent cooperative agreements.

Vocational Rehabilitation is based upon an Individualized Plan ~~for~~ Employment (IPE) that is oriented to the achievement of an employment outcome. Services provided to persons with disabilities must be documented as necessary to overcome related barriers to employment and must be provided as cost effectively as possible.

The Division strives to maintain a highly accountable program to all customers.

IDVR provides, as appropriate to the vocational rehabilitation needs of each eligible customer, goods or services necessary to enable the customer to achieve an employment outcome.

EXCEPTION TO POLICY

~~VR Counselor~~VRCs are delegated substantial decision and purchasing authority based upon the caps outlined in the Payment Policy. Exceptions to policy require the approval of a ~~VR~~ Regional Manager~~RM~~ and the notification and consultation of the Chief of Field Services. Documentation of the ~~VR~~ Regional Manager~~RM~~’s approval must be noted in the case file.

Purchases in excess of delegated authority are reviewed by the Regional Manager~~RM~~ and approved by the Chief of Field Services or designee. Documentation of the approval of purchases in excess must be noted in case file.

1.1 Legal Citations

The IDVR program is operated in compliance with the Federal Rehabilitation Act of 1973, as amended [by the Workforce Innovation and Opportunity Act \(WIOA\) enacted on July 22, 2014](#). The legal authorities for the policies contained in the Vocational Rehabilitation Services Policy Manual are: [Proposed Rules to Title 34 CFR Parts 361, 363, and 397 issued April 16, 2015](#)~~January 17, 2001~~ in the Federal Register implementing the Rehabilitation Act Amendments of 1998; and Title 67, Chapter 53 of the Idaho code related to provisional appointments in state government for those with severe disabilities.

1.2 Program Requirements

Eligibility is determined without regard to sex, race, creed, age, color, national origin or type of disability.

There is no duration of residency requirement. The customer must be living in the State of Idaho and legally able to work in the United States.

IDVR will establish and maintain a record of services for each customer for, and recipient of, vocational rehabilitation services, which includes data necessary to comply with [IDVR](#) agency and Federal Rehabilitation Service Administration (RSA) requirements.

In the purchase of goods or services for persons with disabilities, IDVR complies with its procurement policy, Purchase of Services and Supplies for customer use in the Vocational Rehabilitation Program.

~~Case service expenditures require written authorization prior to the initiation of the service or purchase of any goods. Oral authorizations by a Regional Manager (RM) or above are permitted in emergency^[TP1] situations, but must be confirmed promptly in writing and forwarded to the provider. Emergency oral authorizations are to be followed up with a written authorization within three (3) business days.~~

Goods and services will be provided subject to the guidelines of ~~the~~ Order of Selection (Section 14.0).

When appropriate, counselors shall refer customers with disabilities to receive services from other agencies and organizations.

Each applicant or eligible customer being provided vocational rehabilitation services shall be informed of the procedure for requesting a review and a determination of agency action concerning the furnishing or denial of services, including the names and addresses of individuals with whom appeals may be filed and the availability of the Client Assistance Program (CAP).

1.3 Provider Standards

IDVR requires service providers:

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To be licensed by the Division of Occupational Licensing, the U.S. Department of Education Office of Post-Secondary Education, or a professional certifying body.

OR

IDVR requires service providers that offer vocational rehabilitation services to apply to be an approved service provider with the Division. CRPs must be accredited based on IDAPA rules.

OR

~~IDVR Counselor~~VRCs may occasionally approve the purchase of services from non-license providers such as, educational tutoring, foreign language interpreters, or other services to support the rehabilitation needs of a customer.

1.4 Selection of Service Providers

Providers are selected by a combination of the customer's informed choice and State procurement rules. ~~VR counselor~~VRCs will assist the customer in acquiring information necessary to make an informed choice regarding the selection of service provider.

1.5 Definitions:

(Reference Federal Register / Vol. 66, No. 11 / Wednesday, January 17, 2001 / Rules and Regulation)

- a. ***Applicant*** means, customer who submits an application for vocational rehabilitation services in accordance with Sec. 361.41(b) (2). (Authority: Section 12(c) of the Act; 29 U.S.C 709 (c))

- b. ***Assessment for determining eligibility and vocational rehabilitation needs*** means, as appropriate in each case, (i)(A) A review of existing data—(1) To determine if a customer is eligible for vocational rehabilitation services; and (2) To assign priority for an order of selection described in Sec. 361.36 in the States that use an order of selection; and (B) To the extent necessary, the provision of appropriate assessment activities to obtain necessary additional data to make the eligibility determination and assignment; (ii) To the extent additional data are necessary to make a determination of the employment outcomes and the nature and scope of vocational rehabilitation services to be included in the individualized plan for employment for an eligible customer, a comprehensive assessment to determine the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for support employment, of the eligible customer. This comprehensive assessment – (A) is limited to information that is necessary to identify the rehabilitation needs of the customer and to develop the individualized plan of employment of the eligible customer; (B) Uses as a primary source of information, to the maximum extent possible and appropriate and in accordance with confidentiality requirements –
 - 1) Existing information obtained for the purposes of determining the eligibility of the customer and assigning priority for an order of selection described in Sec. 361.36 for the customer; and

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- 2) Information that can be provided by the customer and, if appropriate, by the family of the customer; (c) May include, to the degree needed to make such a determination, an assessment of the personality, interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the customer and the medical, psychiatric, psychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors that ~~effect~~affect the employment and rehabilitation needs of the customer; and (D) May include, to the degree needed an appraisal of the patterns of work behavior of the customer and services needed for the customer to acquire occupational skills and to develop work attitudes, work habits, work tolerance, and social and behavior patterns necessary for successful job performance, including the use of work in real job situations to assess and develop the capacities of the customer to perform adequately in a work environment; (iii) Referral, for the provision of rehabilitation technology services to the customer, to assess and develop the capacities of the customer to perform in a work environment; and (iv) An exploration of the customer's abilities, capabilities, and capacity to perform in work situations, which must be assessed periodically during trial work experience, including experiences in which the customer is provided appropriate supports of training.
(Authority: Section 7(2) of the Act; 29 U.S.C. 705(2))
- c. ***Assistive technology device*** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a customer with a disability.
(Authority: Section 7(3) of the Act; 29 U.S.C. 705(3))
- d. ***Assistive technology service*** means any service that directly assists a customer with a disability in the selection, acquisition, or use of an assistive technology device, including; (i) The evaluation of needs of a customer with a disability, including a functional evaluation of the customer in his or her customary environment; (ii) Purchasing, leasing, or otherwise providing for the acquisition, by a customer with a disability, of an assistive technology device; (iii) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (iv) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (v) Training or technical assistance for a customer with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the customer; and (vi) Training or technical assistance for professionals (including customers providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of customers with disabilities, to the extent that training or technical assistance is necessary to the achievement of an employment outcome by a customer with a disability. (Authority: Sections 7(4) and 12(c) of the Act; 29 U.S.C. 705(4) and 709 (c))
- e. ***Community rehabilitation program.*** (i) Community rehabilitation program means a program that provides directly or facilitates the provision of one or more of the following vocational rehabilitation services to customers with disabilities to enable those customers

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to maximize their opportunities for employment, including career advancement: (A) Medical, psychiatric, psychological, social, and vocational services that are provided under one management; (B) Testing, fitting, or training in the use of prosthetic and orthotic devices; (C) Recreational therapy; (D) Physical and occupational therapy; (E) Speech, language, and hearing therapy (F) Psychiatric, psychological, and social services, including positive behavior management;. (G) Assessment for determining eligibility and vocational rehabilitation needs; (H) Rehabilitation Evaluation or control of specific disabilities; (K) Orientation and mobility services for customers who are blind; (L) Extended employment; (M) Psychosocial rehabilitation services; (N) Supported employment services and extended services; (O) Services to family members if necessary to enable the applicant or eligible customer to achieve an employment outcome; (P) Personal assistance services; (Q) Services similar to the services described in paragraphs (A) through (P) of this definition. (ii) For the purposes of this definition, the word program means an agency, organization, or institution, or unit of an agency, organization, or institution, that provides directly or facilitates the provision of vocational rehabilitation services as one of its major functions.

- f. **Comparable services and benefits means**, (i) Services and benefits that are (A) Provided or paid for, in whole or in part, by other Federal, State, or local public agencies, by health insurance, or by employee benefits; (B) Available to the customer at the time needed to ensure the progress of the customer toward achieving the employment outcome in the customer's individualized plan for employment in accordance with Sec. 361.53; and (C) Commensurate to the services that the customer would otherwise receive from the designated State vocational rehabilitation agency. (ii) For the purposes of this definition, comparable benefits do not include awards and scholarships based on merit. (Authority: Sections 12 (c) and 101 (a)(8) of the Act; 29 U.S.C. 709 (c) and 721 (a)(8))
- g. **Competitive employment** means work; -(i) in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which a customer is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by customers who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709 (c))
- h. **Employment outcome** means, with respect to a customer, entering or retaining full-time or, if appropriate, part-time competitive employment, as defined in Sec. 361.5 (b)(11), in the integrated labor market, supported employment, or any other type of employment in an integrated setting, including a customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 7(11), 12(c), 100(a)(2), and 102 (b)(3)(A) of the Act; 29 U.S.C. 705 (11), 709(c), 720 (a)(2), and 722 (b)(3)(A))
- i. **Employment outcome maintained** means the customer has maintained the employment outcome for an appropriate period of time, but not less than 90 days, necessary to ensure the stability of the employment outcome and the customer no longer needs vocational rehabilitation services.

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- j. **Satisfactory outcome** means at the end of the appropriate period, not less than 90 days, the customer and the vocational counselor consider the employment outcome to be satisfactory and agree that the customer is performing well in the employment.
- k. **Extended services** means ongoing support services and other appropriate services that are needed to support and maintain a customer with a most significant disability in supported employment and that are provided by a State agency, a private nonprofit organization, employer, or any other appropriate resource, from funds other than funds received under this part and 34 CFR part 363 after a customer with a most significant disability has made the transition from support provided by the designated State unit. (Authority: Sections 7 (13) and 623 of the Act; 29 U.S.C. 705 (13) and 795i)
- l. **Family member**, for purposes of receiving vocational rehabilitation services in accordance with Sec 361.48(i), means a customer; (i) Who either, (A) Is a relative or guardian of an applicant or eligible customer; or (B) Lives in the same household as an applicant or eligible customer; (ii) Who has a substantial interest in the well-being of that customer; and (iii) Whose receipt of vocational rehabilitation services is necessary to enable the applicant or eligible customer to achieve an employment outcome. (Authority; Sections 12 (c) and 103 (a)(17) of the Act; 29 U.S.C. 709 (c) and 723 (a)(17))
- ~~m. **Homemaker** is recognized as non-competitive gainful work. In order for a household manager^[TP2] to be considered an appropriate vocational objective, the customer must perform a majority of certain work activities within a family unit. These include, but are not limited to: family financial management, cleaning, meal preparation, laundry, mending, childcare, and other household activities. The performance of these responsibilities must positively impact the family's economic circumstances. For example, by rehabilitating a household manager, economic advantage occurs because the family will not have to pay someone else to perform household management tasks.~~
- ~~n.m.~~ **Indian tribe** means any Federal or State Indian tribe, band, Rancheria, pueblo, colony, or community, including any Idaho native village or regional village corporation. (Authority: Section 7 (19)(B) of the Act; 29 U.S.C. 705 (19)(B))
- ~~o.n.~~ **Customer with a disability**, except as provided in Sec. 361.5(b) (29), means a customer (i) Who has a physical or mental impairment; (ii) Whose impairment constitutes or results in a substantial impediment to employment; and (iii) Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services. (Authority; Sections 7(20)(A) of the Act; 29 U.S.C. 705(20)(A))
- ~~p.o.~~ **Customer's representative** means any representation chosen by a customer or eligible customer, as appropriate, including a parent, guardian, other family member, or advocate, unless a representative has been appointed by a court to represent the customer, in which case the court-appointed representative is the customer's representative. (Authority: Sections 7 (22) and 12 (c) of the Act; 29 U.S.C. 705(22) and 709 (c))
- ~~q.p.~~ **Informed choice** means the process by which customers in the public rehabilitation program make decisions about their vocational goals, the services and service providers necessary to reach those goals, and how those services will be procured. The decision making process takes into account the customer's values, lifestyle, and characteristics, the

availability of resources and alternatives, and general economic conditions. Informed choice is a collaborative process involving the customer and IDVR staff in coordination with other resources as necessary.

Informed Choice Guidelines:

Informed choice does not mean unlimited choice. A customer's choices are limited by several factors.

- The choice must relate to and be necessary to achieving an employment outcome
- The choice must be consistent with the customer's strengths, resources, priorities, abilities, capabilities, needs and interests.
- The choice must be made pursuant to all Federal, State, and IDVR rules related to purchasing and providing services.
- When deciding what goods and services will be provided, the following will be part of the informed choice decision:
 - Cost, accessibility, and duration of potential services;
 - Customer satisfaction with those services to the extent that information relating to customer satisfaction is available;
 - Qualifications of potential service providers;
 - Types of services offered by the potential providers;
 - Degree to which services are provided in integrated settings; and
 - Outcomes achieved by individuals working with service providers, to the extent that such information is available.

r-q. Integrated setting, (i) With respect to the provision of services, means a setting typically found in the community in which applicants or eligible customers interact with non-disabled customers other than non-disabled customers who are providing services to those applicants or eligible customers; (ii) With respect to an employment outcome, means a setting typically found in the community in which applicants or eligible customers interact with non-disabled customers, other than non-disabled customers who are providing services to those applicants or eligible customers, to the same extent that non-disabled customers in comparable positions interact with other persons. (Authority: Sections 12 (c) of the Act; 29 U.S.C. 709 (c))

s-r. Maintenance means monetary support provided to a customer for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the customer and that are necessitated by the customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the customer's receipt of vocational rehabilitation services under an individualized plan for employment. (Authority: Sections 12 (c) and 103 (a)(7) of the Act; 29 U.S.C. 709 (c) and 723 (a)(7))

t-s. Ongoing support services, as used in the definition of "Supported employment" (i) Means services that are (A) Needed to support and maintain a customer with a most significant disability in supported employment; (B) Identified based on a determination by the designated State unit of the customer's need as specified in an individualized plan for employment; and (C) Furnished by the designated State unit from the time of job placement until transition to extended service, unless post-employment services are provided following transition, and thereafter by one or more extended services providers

throughout the customer's term of employment in a particular job placement or multiple placements if those placements are being provided under a program of transitional employment; (ii) Must include an assessment of employment stability and provision of specific services or the coordination of services at or away from the worksite that are needed to maintain stability bases on; (A) At a minimum, *twice-monthly monitoring at the worksite* of each customer in supported employment; or (B) If under specific circumstances, especially at the request of the customer, the individualized plan for employment provides for *off-site monitoring, twice monthly meetings with the customer*; (iii) Consist of; (A) Any particularized assessment supplementary to the comprehensive assessment of rehabilitation needs described in paragraph (b)(6)(ii) of this section; (B) The provision of skilled job trainers who accompany the customer for intensive job skill training at the work site; (C) Job development and training; (D) Social skills training; (E) Regular observation or supervision of the customer; (F) Follow-up services including: regular contact with the employers, the customers, the parents, family members, guardians, advocates, or authorized representatives of the customers, and other suitable professional and informed advisors, in order to reinforce and stabilize the job placement; (G) Facilitation of natural supports at the worksite; (H) Any other service identified in the scope of vocational rehabilitation services for customers, described in SEC. 361.48; or (I) Any service similar to the foregoing services. (Authority: Sections 7 (27) and 12 (c) of the Act; 29 U.S.C. 705 (27) and 709 (c))

u.t. Personal assistance services means a range of services provided by one or more persons designed to assist a customer with a disability to perform daily living activities on or off the job that the customer would typically perform without assistance if the customer did not have a disability. The services must be designed to increase the customer's control in life and ability to perform everyday activities on or off the job. The services must be necessary to the achievement of an employment outcome and may be provided only while the customer is receiving other vocational rehabilitation services. The services may include training in managing, supervising, and directing personal assistance services. (Authority: Sections 7(28), 102(b)(3)(B)(i)(I), and 103(a)(9) of the Act; 29 U.S.C. 705(28), 722(b)(3)(B)(i)(I), and 723(a)(9)) [[Page 272]]

u. Physical and mental restoration services means; (i) Corrective surgery or therapeutic treatment that is likely, within a reasonable period of time, to correct or substantially modify a stable or slowly progressive physical or mental impairment that constitutes a substantial impediment to employment; (ii) Diagnosis of and treatment for mental or emotional disorders by qualified personnel in accordance with State licensure laws; (iii) Dentistry; (iv) Nursing services; (v) Necessary hospitalization (either inpatient or outpatient care) in connection with surgery or treatment and clinic services; (vi) Drugs and supplies; (vii) Prosthetic and orthotic devices; (viii) Eyeglasses and visual services, including visual training, and the examination and services necessary for the prescription and provision of eyeglasses, contact lenses, microscopic lenses, telescopic lenses, and other special visual aids prescribed by personnel that are qualified in accordance with State licensure laws; (ix) Podiatry; (x) Physical therapy; (xi) Occupational therapy; (xii) Speech or hearing therapy; (xiii) Mental health services; (xiv) Treatment of either acute or chronic medical complications and emergencies that are associated with or arise out of the provision of physical treatment; (xv) Special services for the treatment of customers

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with supplies; and (xvi) Other medical or medically related rehabilitation services.
(Authority: Sections 12 (c) and 103 (a)(6) of the Act; 29 U.S.C. 709 (c) and 723 (a)(6))

v. *Pre-employment transition services* are those services/activities for students with disabilities^[TP3] (see page 10 for definition of student with disability). Required activities include job exploration counseling; work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; and instruction in self-advocacy. Authorized activities may also be provided.
(Authority: Section 7(30), and 113 of the Act; 29 U.S.C. 7(30) and 733)

v.w. *Physical or mental impairment* means; (i) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculo-skeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or (ii) Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (Authority: Sections 7(20)(A) and 12 (c) of the Act; 29 U.S.C. 705(20)(A) and 709 (c))

w.x. *Post-employment services* means one or more of the services identified in Section 361.48 that are provided subsequent to the achievement of an employment outcome and that are necessary for a customer to maintain, regain, or advance in employment, consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 12 (c) and 103 (a)(18) of the Act; 29 U.S.C. 709 (c) and 723 (a)(18)) Note to paragraph (b) (42): Post-employment services are intended to ensure that the employment outcome remains consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. These services are available to meet rehabilitation needs that do not require a complex and comprehensive provision of services and, thus, should be limited in scope and duration. If more comprehensive services are required, then a new rehabilitation effort should be considered. Post-employment services are to be provided under an amended individualized plan for employment; thus, a re-determination of eligibility is not required. The provision of post-employment services is subject to the same requirements in this part as the provision of any other vocational rehabilitation service. Post-employment services are available to assist a customer to maintain employment, *e.g.*, the customer's employment is jeopardized because of conflicts with supervisors or co-workers, and the customer needs mental health services and counseling to maintain the employment; to regain employment, *e.g.*, the customer's job is eliminated through re-organization and new placement services are needed; and to advance in employment, *e.g.*, the employment is no longer consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

The customer is informed through appropriate modes of communication of the availability of post-employment services.

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y. **Rehabilitation engineering** means the systematic application of engineering sciences to design, develop, adapt, test, evaluate, apply, and distribute technological solutions to problems confronted by customers with disabilities in functional areas, such as mobility, communications, hearing, vision, and cognition, and in activities associated with employment, independent living, education, and integration into the community. (Authority: Section 7(12)(c) of the Act; 29 U.S.C. 709 (c))

~~z.~~ **Rehabilitation technology** means the systematic application of technologies, engineering methodologies, or scientific principles to meet the needs of, and address the barriers confronted by, customers with disabilities in areas that include: education, rehabilitation, employment, transportation, independent living, and recreation. The term includes rehabilitation engineering, assistive technology devices, and assistive technology services. (Authority: Section 7(30) of the Act; 29 U.S.C. 705(30))

aa. **Student^[TP4] with a disability** is an individual with a disability who is under the age of 22 at the time of service delivery and is eligible for and receiving special education services or is on a 504 Plan. (Authority: Section 7(37) of the Act; 29 U.S.C. 705(37))

y.bb. **Substantial impediment to employment** means that a physical or mental impairment (in light of attendant medical, psychological, vocational, educational, communication, and other related factors) hinders a customer from preparing for, entering into, engaging in, or retaining employment consistent with the customer's abilities and capabilities. (Authority: Sections 7(20)(A) and 12 (c) of the Act; 29 U.S.C. 705(20)(A) and 709 (c))

~~z.~~cc. **Supported employment means**, (i) Competitive employment in an integrated setting, or employment in integrated work settings in which customers are working toward competitive employment, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the customers with ongoing support services for customers with the most significant disabilities; (A) For whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and (B) Who, because of the nature and severity of their disabilities, need intensive supported employment services from the designated State unit and extended services after transition as described in paragraph (b)(20) of this section to perform this work; or (ii) Transitional employment, as defined in paragraph (b)(54) of this section, for customers with the most significant disabilities due to mental illness. (Authority: Section 7(35) of the Act; 29 U.S.C. 705(35))

aa.dd. **Supported employment services** means ongoing support services and other appropriate services needed to support and maintain a customer with a most significant disability in supported employment that are provided by the designated State unit; (i) For a period of time not to exceed 1824 months, unless under special circumstances the eligible customer and the rehabilitation counselor or coordination jointly agree to extend the time, to achieve the employment outcome identified in the individualized plan for employment; and (ii) Following transition, as post-employment services that are

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unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment. (Authority: Sections 7(36) and 12 (c) of the Act; 29 U.S.C. 705(36 and 709 (c))

~~bb.~~ee. **Transition services** means a coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the student's needs, taking into account the student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services must promote or facilitate the achievement of the employment outcome identified in the student's individualized plan for employment. (Authority: Sections 7(37) and 103 (a)(15) of the Act; 29 U.S.C. 705(37) and 723 (a)(15))

~~ee.~~ff. **Transitional employment**, as used in the definition of "Supported Employment," means a series of temporary job placements in competitive work in integrated settings with ongoing support services for customers with the most significant disabilities due to mental illness. In transitional employment, the provision of ongoing support services must include continuing sequential job placement until job permanency is achieved. (Authority: Sections 7(35)(B) and 12 (c) of the Act; 29 U.S.C. 705(35)(B) and 709 (c))

~~dd.~~gg. **Transportation** means travel and related expenses that are necessary to enable an applicant or eligible customer to participate in a vocational rehabilitation service, including expenses for training in the use of public transportation vehicles and systems. (Authority: 103 (a)(8) of the Act; 29 U.S.C. 723 (a)(8)) (i)

~~ee.~~hh. **Vocational Rehabilitation Counselor** (VRC) is the designated employee position in charge of managing the customer's case. For the purposes of this manual a Vocational Rehabilitation Specialist is considered a VRC.

~~ff.~~ii. **Youth^[TP5] with a disability** is an individual with a disability who is under the age of 25. (Authority: Section 7(42) of the Act; 29 U.S.C. 705(43))

1.6 Use of Audio and Video Recordings. IDVR reserves the right to prohibit customer use of video and audio recording without prior approval by the Chief of Field Services.

SECTION 2.0 – ETHICS

A. All ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ employees must adhere to the Idaho Ethics in Government Manual:

<http://www.ag.idaho.gov/publications/manuals.html>~~http://www2.state.id.us/ag/manuals/index.html~~

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- B. IDVR ascribes to, and requires all Vocational Rehabilitation Counselors (VRCs) and Field Services Staff to follow the Code of Professional Ethics for Rehabilitation Counselors accepted by the Commission of Rehabilitation Counselor Certification (CRCC).
<http://www.crccertification.com>
- C. Provision of Services to Potential and Current IDVR Employees/Interns/Volunteers
- If an IDVR employee becomes a customer, their VR case will be served by a region other than where they work.
 - If an IDVR customer accepts employment with IDVR their case will be served by a region different than where they accepted employment.
- D. Internships, participants in training programs, or trial work experiences of customers served by IDVR will not be served from a counselor in the same office where the trial work, internship, or participation in training programs is located.
- E. If a family member of an employee or a family member of anyone who resides in the employee's residence applies for services they will be served by a counselor from a different region from the employee.
- F. An employee shall not financially benefit from decisions made under the authority of IDVR.
- G. An employee will not make IDVR purchases (case services or other purchases) from a family member or a family member of anyone who resides in the employee's residence, or from a business owned or controlled by such an individual. This includes customer reimbursements.

SECTION 3.0 PROTECTION, USE, AND RELEASE OF PERSONAL INFORMATION

3.1 Confidentiality

All information acquired by ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ must be used only for purposes directly connected with the administration of the vocational rehabilitation program. As a general rule, information containing personal information may not be shared with advisory or other bodies that do not have official responsibility for administration of the program, except as provided in this policy. Use, release, and obtaining of personal information by IDVR shall conform to applicable State law and rules, and applicable Federal law and regulations.

Requests for information under the Idaho public records laws should be referred to the deputy attorney general assigned to the Agency.

For purposes of this policy, informed written consent shall:

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- A. Be explained in language that the customer or their representative understands;
- B. Be dated, and specify the length of effect;
- C. Be specific in designating IDVR as the agency authorized to use, disclose or receive information;
- D. Be specifically designated to the parties to whom the information may be released;
- E. Specifically designate the parties whom the information may be released; and
- F. Be specific as to the purpose(s) for which the information may be used.

3.2 Release of Personal Information to Customers with Disabilities, their Representative or Attorney

If requested in writing by a customer of IDVR, and upon informed written consent by the customer and/or his or her representative, all information in such customer's case record that pertains to such customer shall be made available in a timely manner to that customer, except:

- 3.2.1** Medical, psychological or other information that IDVR believes may be harmful to the customer. This information may not be released directly to the customer but may be provided to the customer through a third party chosen by the customer, which may include, among others, an advocate, a family member, or a qualified medical or mental health professional, unless a representative has been appointed by a court to represent the customer, in which case the information must be released to the court appointed representative.
- 3.2.2** Information obtained from outside IDVR may be released only under the conditions established by the outside agency, organization or provider or mandated for them by Federal or State law.
- 3.2.3** An applicant or eligible customer who believes that information in the customer's record of services is inaccurate or misleading may request that IDVR amend the information. If the information is not amended, the request for an amendment must be documented in the record of service.
- 3.2.4** IDVR will respond to a case records request made under this section within ten (10) working days after receipt of a written request. One current copy of the case record will be made for the customer at no charge. Additional copies will be provided at the flat fee of \$25 each.

3.3 Release to Other Agencies or Organizations

If information requested has been obtained from another agency, organization or professional, it will be released only under conditions established by that agency, organization or professional.

- IDVR may release personal information without informed written consent of the customer in order to protect the customer or others when the customer poses a threat to his/her safety or the safety of others.

3.4 Release in Response to Investigations in Connection with Law Enforcement

IDVR shall release personal information in response to investigations in connections with law enforcement, fraud, or abuse, unless expressly prohibited by Federal or State laws or regulations, and in response to a court order.

3.5 Release for Audit, Evaluation or Research

At the discretion of the Administrator, personal information may be released to an organization, agency, or customer engaged in audit, evaluation or research only for purposes directly connected with the administration of the vocational rehabilitation program, or for purposes which would significantly improve the quality of life for customers with disabilities, and only if the organization, agency or customer assures that:

- A. The information will be used only for the purposes for which it is being provided;
- B. The information will be released only to customers officially connected with the audit, evaluation or research;
- C. The information will not be released to the involved customer;
- D. The information will be managed in a manner to safeguard confidentiality and,
- E. The final product will not reveal any personal identifying information without the informed written consent of the involved customer, and/or his/her representative.

3.6 Subpoena for Release of Information to the Courts, Other Judicial Bodies, Worker's Compensation and Law Enforcement Agencies

A subpoena issued to IDVR for information relating to a customer of IDVR must immediately be referred to the Chief of Field Services who will subsequently refer the document to the Deputy Attorney General assigned to the Agency to determine how the agency will respond to the subpoena.

3.7 Social Security Information

Confidentiality of SSA information is covered under Section 11.06 of the Social Security Act and may be disclosed only as prescribed by regulations. The Act permits disclosure of all information about a claimant to State VR agencies. State VR agencies routinely obtain information, including entitlement and medical information, from SSA records. Medical information may be obtained without the claimant's consent; however, State VR agencies may not permit access to such information, release it further (this includes other state agencies), or testify concerning it for any other purpose than the rehabilitation of the Social Security Disability beneficiary claimant. To obtain information from Disability Determination Services, a release form must be used.

SECTION 4.0 APPEALS PROCESS

The ~~IDVR counselor~~[VRC](#) shall notify and provide written information to all applicants and eligible customers regarding:

- A. Their right to appeal determinations made by IDVR personnel, which affect the provision of rehabilitation services;

- B. Their right to request mediation;
- C. The names and addresses IDVR personnel to whom requests for mediation or appeals may be filed;
- D. The manner in which a mediator or hearing officer may be selected;
- E. Availability of assistance from the Client Assistance Program (CAP).
- F. If the Agency is following an Order of Selection, it shall inform all eligible customers of the priority they are in.

Timing of such notification shall be provided by the ~~IDVR counselor~~VRC:

- A. At the time a customer applies for rehabilitation services;
- B. At the time of the Individualized Plan for Employment (IPE) is developed;
- C. At the time the customer is assigned to a category in the State's Order of Selection, if applicable; and
- D. Upon reduction, suspension, or cessation of approved rehabilitation services for the customer.

Whenever possible, IDVR will attempt to resolve conflicts informally or through the Dispute Resolution process. IDVR will not pay for a customer's legal services.

IDVR shall make disability related accommodations to assist customers in the conduct of the appeals process.

4.1 Continuation of Services Pending Completion of the Appeal Process

Pending a final determination of an Informal Review or Fair Hearing or participation in Mediation, IDVR may not suspend, reduce, or terminate approved services being provided under an IPE, unless the services were obtained through misrepresentation, fraud or collusion or the customer or authorized representative, requests suspension, reduction, or termination of services.

4.2 Client Assistance Program (CAP) and Supervisory Review

The CAP and supervisory review are encouraged as a means to resolve dissatisfaction. These options are in keeping with the IDVR policy to resolve a customer's dissatisfaction at the earliest possible time.

4.3 Dispute Resolution Process

4.3.1 The Informal Review process is an option available to the customer as a proven means likely to result in a timely resolution of disagreements. A customer must request an Informal Review within twenty-one (21) calendar days of the agency notice regarding IDVR's decision to provide or deny services that are in question. The request must be in writing to the [Regional ManagerRM](#). The request must describe the complaint.

In holding an Informal Review, the [Regional ManagerRM](#) will function as the Review Officer. At the customer's request another [Regional ManagerRM](#) may be substituted. The reviewer will be responsible for:

- A. Advising the customer of his/her right to have a representative present and encouraging the customer to use the services of CAP.
- B. Conducting the review within fifteen (15) calendar days following written receipt of a request for such a hearing. Unless an extension is agreed to by both parties.
- C. When the customer makes a documented effort to utilize CAP or another selected advocate to resolve his/her dissatisfaction, the time allowed for conducting an Informal Review will be extended accordingly.
- D. Holding the review at a time and place convenient to the customer, generally at the local IDVR branch office.
- E. Providing communication methods for those customers who have a sensory impairment. An interpreter will be provided for those customers who cannot communicate in English.
- F. If needed, assure that the customer is provided transportation to and from the review site.
- G. The Informal Review Officer ([Regional ManagerRM](#)) will attempt to resolve the matter to the satisfaction of the customer, developing a written proposal with the customer at the conclusion of the appeal process. The results are binding for the agency unless the proposal is not permitted by law. The customer may reject the proposal and request a Fair-Hearing within ten (10) calendar days of the Informal Review proposal or sixty (60) calendar days of the original IDVR decision, whichever ever one comes later.

4.4 Mediation

4.4.1 Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the Formal Appeals Process.

- A. A customer must request Mediation within twenty (20) calendar days of the original decision or ten (10) calendar days following the written proposal from the

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Informal Review. Mediation is available to a customer when an Informal Review has not resolved the dispute to the satisfaction of the customer.

- B. Requests for mediation must be made in writing to the Chief of Field Services and clearly state the reason for dissatisfaction with the decision or results of the Informal Review. The Chief of Field Services will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in the Agency action that created the customer's dissatisfaction.
- C. Participation in the mediation process is voluntary on the part of the customer and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Either party, once accepting mediation as an alternate dispute resolution method, may terminate the mediation process.
- D. Mediation is not used to deny or delay the customer's right to pursue a Fair Hearing. Should the customer and/or designated representatives select mediation in lieu of a Fair Hearing the option for the Fair Hearing will be extended to allow the results of the mediation to be established. After the final results of the mediation are determined, the customer retains the right to request a Fair Hearing.
- E. Mediation is conducted by qualified and impartial mediators, who are selected randomly from a list of mediators maintained by the IDVR.
- F. Mediation discussions are confidential and may not be used as evidence in a subsequent Fair Hearing. A confidentiality agreement will be signed by both parties at the beginning of the mediation process.
- G. The mediator will develop a written Mediation Agreement, if an agreement between the parties is reached, it must be signed by the customer, the mediator, and IDVR.
- H. Cost of mediation is paid by IDVR. IDVR is not required to pay for any cost related to the representation of a customer.

4.5 Fair Hearing Process

The Fair Hearing Process is an option available to any customer who is dissatisfied with any determination made by personnel of IDVR that affects the provisions of vocational rehabilitation services. A customer may request a Fair Hearing immediately without having to go through the other appeal steps.

A customer may request, or if appropriate, may request through the customer's representative, a timely review of the determination. Such a request must be made within sixty (60) days of the IDVR decision resulting in the initial disagreement or within ten (10) calendar days of the conclusion of the Informal Review or ten (10) calendar days of the conclusion of the Mediation Process whichever is later. The Fair Hearing Process shall include a Fair Hearing by a Fair Hearing Officer (FHO).

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- 4.5.1** A Formal Hearing is a procedure whereby a customer who is dissatisfied with any determination concerning the provision or denial of IDVR services or the findings of the Informal Review or Mediation may seek a determination of the agency action before a Fair Hearing Officer.
- 4.5.2** A request for a Fair Hearing must be sent in writing to the Chief of Field Services and clearly state the customer's dissatisfaction with the Agency's decision.
- 4.5.3** The hearing shall be conducted within sixty (60) calendar days of receipt of the customer's request for review, unless informal resolution is achieved prior to the 60th day, or both parties agree to a specific extension of time.
- 4.5.4** A list of Fair Hearing Officers shall be identified jointly by the Administrator of IDVR and the State Rehabilitation Council.
- 4.5.5** The Fair Hearing Officer will be selected from the list by the Administrator of IDVR and the customer.
- 4.5.6** The Fair Hearing Officer shall issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing.
- 4.5.7** The decision of the Fair Hearing Officer shall be considered final by the agency.
- 4.5.8** Any party who disagrees with the findings and decisions of a Fair Hearing Officer shall have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any State court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy.

SECTION 5.0 APPLICATION AND ELIGIBILITY DETERMINATION

- A. People with disabilities can achieve competitive, high quality employment in an integrated setting and can live full productive lives.
- B. People with disabilities often experience major barriers related to the low expectations of and misunderstandings toward, people with disabilities that exists within society, within the persons with disabilities themselves, and sometimes, within our own rehabilitation system.
- C. People with disabilities should have responsibility and accountability to make their own choices about their lives; the kind of employment they want to pursue, who they want to provide services for them, as well as the kind of services they need.
- D. The primary purpose and role of the public vocational rehabilitation system is to empower individuals with disabilities by providing them with information, education, training, and confidence, in order that they will make effective employment choices when appropriately informed. It is also the purpose of the public vocational rehabilitation

system to support those choices when they are based upon reasonable and verifiable premises.

- E. The most effective rehabilitation occurs when there are true partnerships between the Federal and State partners, State agency providers, community providers and employers, the disability community, all other partners, and the consumer.

The ultimate goal is to provide eligible customers with the skills, tools and information to aid in their vocational discovery process and to initiate informed choices when creating their Individualized Plan for Employment (IPE) with the ~~VR counselor~~ VRC.

5.1 Inquiry

IDVR will respond to all general inquiries for VR services received via telephone, mail or electronic format within seven (7) business days.

5.2 Referral

A completed rReferral form for VR services from customers available to participate in services that are made via mail or electronic format will be entered into the case management system as an open referral within three (3) business days. IDVR staff will make a minimum of three (3) attempts to contact the customer before the referral is closed. The first attempt will include a phone call or e-mail. If unable to make contact, a letter will be sent to confirm IDVR has received the inquiry and will include the ~~VR~~IDVR office phone number. If the customer does not respond to the first letter, a second letter will be sent stating that IDVR has been unable to contact the customer and that the referral for services will be closed. Attempts to reach the customer and those results will be documented in the case management system.

5.3 Application for Idaho Division of Vocational Rehabilitation (IDVR) Services

An application process is complete when the following three criteria are met:

1. IDVR receives a signed and dated application signature sheet from a customer or his/her representative, or an alternate request for application is made to an IDVR office;

~~AND~~and

2. The customer provides the information needed to begin an assessment of eligibility. Information gathered in the intake interview meets this criterion;

~~AND~~and

3. The customer is available and free of restrictions to complete the assessment process for determining eligibility for VR services.

There is no duration of residency requirement. The customer must be living in the State of Idaho and legally able to work in the United States.

Applicants must be available and participate in the eligibility determination process.

IDVR must, as part of the application process, inform applicants that the goal of ~~the~~ VR services is to assist eligible customers to obtain or maintain employment and that services provided are toward this goal. Customers must also be informed of their rights and responsibilities.

The 60-day eligibility determination period begins when the application process is complete.

5.3.1 Orientation to Vocational Rehabilitation

IDVR is obligated to provide all customers with information about the following:

1. The Client Assistance Program (CAP);
2. Confidentiality;
3. VR services;
4. Informed choice;
5. The rehabilitation process;
6. That customers who receive VR services must intend to achieve an employment outcome;
7. The rights and responsibilities of the customer; and
8. The VR appeals process.

This information may be conveyed to customers through group orientations, in a one-on-one interview setting or over the telephone by IDVR staff.

5.3.2 Intake Interview

The intake interview is part of the application process and is the beginning of the assessment process to determine eligibility and potential services to be included on the Individualized Plan for Employment (IPE). Medical, psychological, social, vocational, educational, cultural and economic information is gathered to determine the unique strengths, abilities, and interests of the customer.

Prior to the end of the intake interview, the IDVR staff member should identify the actions needed by both IDVR and the customer. This could include:

1. Appointment(s) scheduled
2. Releases of Information obtained
3. Authorizations to be issued
4. Referral letters
5. Next scheduled meeting
6. Existing information the customer agrees to provide ~~VR~~IDVR staff

5.4 Assessment for Determining Eligibility

Any customer who applies for services shall undergo an assessment for determining eligibility and the priority for services, the results of which shall be shared with the customer.

The assessment will be conducted in the most integrated setting possible and consistent with the needs and informed choice of the customer.

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Eligibility for IDVR services shall be determined within a reasonable period of time, not to exceed sixty (60) days after the application for services (All three components of an application received) unless the following occurs:

- A. The customer is notified that exceptional and unforeseen circumstances beyond control of IDVR preclude the counselor from completing the determination within the prescribed time frame and customer agrees that an extension of time is warranted;

OR

- B. A trial work experience including an exploration of the customer's abilities, capabilities, and capacity to perform in work situations is carried out;

OR

- C. An extended evaluation is necessary.

5.5 Eligibility Criteria

A customer is eligible for Vocational Rehabilitation if the following criteria are met:

- A. A determination by qualified personnel that the customer has a physical or mental impairment;
- B. A determination by a qualified ~~vocational rehabilitation counselor~~VRC that the customer's physical or mental impairment constitutes or results in a substantial impediment to employment for the applicant;
- C. A determination by a qualified ~~vocational rehabilitation counselor~~VRC employed by IDVR that the customer requires vocational rehabilitation services to prepare for, secure, retain or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice;
- D. A presumption by a qualified ~~vocational rehabilitation counselor~~VRC that the applicant can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

NOTE: *The customer can benefit in terms of an employment outcome from vocational rehabilitation services unless the counselor demonstrates on the basis of clear and convincing evidence, and only after an exploration of the customer's abilities, capabilities, and capacity to perform in work situations or an extended evaluation is carried out, that such customer is incapable of benefiting from vocational rehabilitation services in terms of an employment outcome.*

5.5.1 Qualified Personnel

IDVR has established a policy for "qualified personnel" for the purpose of disability determination. Under the Rehabilitation Act, the assessment for determining eligibility must be made by "qualified personnel" including, if appropriate, personnel skilled in rehabilitation

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technology (Section 103 (a)(1) of the Act). In addition, diagnosis and treatment for mental and emotional disorders must be provided by “qualified personnel who meet State licensure laws” (Section 103 (a)(6)(F) of the Act).

Qualified personnel are those who meet existing licensure, certification, or registration requirements applicable to the profession, this includes ~~VR Counselor~~ VRCs who meet IDVR’s Comprehensive System of Personnel Development (CSPD) policy.

The determination of the existence of impairment should be supported by medical and/or psychological documentation. Medical/psychological disabilities shall be diagnosed by qualified personnel who demonstrate the possession of requisite State licensure, certification, or registration of requirements applicable to the practice of their profession within the state of Idaho.

The following occupations have been licensed in Idaho to provide general medical diagnoses. *The ~~VR Counselor~~ VRC can utilize general medical diagnoses established by these medical professionals:*

- Medical Physician or Doctor of Osteopathy
- Nurse Practitioner (works under own licensure)
- Physician’s Assistant (works under a “Delegation of Services Agreement” with a physician providing oversight)

The following occupations have been licensed in Idaho to provide specific medical diagnoses within the specialized areas of competency for which the specific licensure has been determined. *It is critical that the ~~VR Counselor~~ VRC take special precaution to ensure that when utilizing medical diagnoses from one of the medical professions listed below that only those areas of expertise for which the particular professional has been credentialed are documented within the eligibility determination module.*

- Licensed Psychologist
- Chiropractor
- Naturopath
- Podiatrist
- Optometrist
- Physical Therapist
- Dentist/Orthodontist
- Advanced Certified Alcohol and Drug Counselor (ACADC) / Certified Alcohol and Drug Counselor (CADC) (restricted to identifying alcohol and drug impairment related to specific testing outcome)
- School Psychologist (limited to diagnosing eligibility for school related special needs services)
- Licensed Audiologist (restricted to diagnosing hearing impairments specifically related to audiological testing results when medical conditions have been ruled out)

For further clarification, you may access www.ibol.idaho.gov and connect to “The Individual Board Pages” to determine the full extent of the professional latitude allocated to the medical occupations that are licensed to provide specialized services within narrowly defined parameters

of competency. The State Board of Medicine maintains jurisdiction over the authority and conduct of medical doctors.

Private Licensing/certifying boards outside the fFederal/sState purview cannot be utilized as a basis for VR diagnostic purposes.

5.5.2 Social Security Presumption

Any applicant, who has been determined eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, based upon their disability, is presumed to meet the eligibility requirements for vocational rehabilitation services and is considered a customer with a significant disability.

Following an application and initial interview where a customer reports receiving SSI or SSDI, the counselor will obtain verification of receipt of SSI/SSDI, such as an award letter, a copy of the customer's check, or a verification document through the Social Security Entry and Verification System (SVES). Upon verification, the customer is made eligible for vocational rehabilitation with a Presumption of Eligibility statement in the record of services.

NOTE: If the applicant presents sufficient medical documentation to determine eligibility at the first meeting, verification will still be procured but eligibility can be determined immediately without designating presumptive status.

The assessment for determining rehabilitation needs will continue, as needed, to obtain information necessary to determine the Individualized Plan for Employment. This assessment will include: gathering existing records to determine the customer's impairment, impediment and nature and scope of the VR services necessary to obtain an employment outcome consistent with the customer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

When the assessment adequately documents the impairment(s), employment impediment(s) and required service(s) needed, the qualified ~~VR counselor~~VRCs completes an Eligibility Determination in the Agency's computerized data system.

If a customer receives disability benefits under Title II or Title XVI of the Social Security Act and intends to work, IDVR presumes eligibility for services, unless, because of the significance of the customer's disability, a ~~VR counselor~~VRC cannot presume that VR services will enable the customer to work (based on clear and convincing evidence).

Should the significance of the disability prevent a ~~VR counselor~~VRC from presuming that VR services will enable the customer to work, the customer will be asked to complete a trial work experience in order for the counselor to make an eligibility determination.

If the customer cannot take advantage of a trial work experience, an extended evaluation must be conducted in order to make the decision of eligibility.

5.6 Review and assessment of data for eligibility determination

The eligibility determination shall be based on the review and assessment of existing data, including: counselor observations, education records, and information provided by the customer or family, particularly information used by education officials and determinations made by officials or other agencies. Current medical records will be utilized to determine the nature and extent of the disability as well as for justification for the procurement of additional medical data when required to identify/verify alleged medical restrictions.

To the extent that existing data does not describe the current functioning of the customer, IDVR will conduct an assessment of additional data resulting from the provision of VR services including: trial work experiences, assistive technology devices and services, personal assistance services, and any other support services that are necessary to determine whether a customer is eligible.

5.6.1 Eligibility/Ineligibility: For each customer determined eligible or ineligible for vocational rehabilitation services, the record of services must include a dated Determination completed by a qualified ~~vocational rehabilitation counselor~~ VRC. Written notification of an ineligibility determination will be provided to the customer.

An ineligibility notification must include the reason for the determination, rights and responsibilities, ~~and~~ Client Assistance Program (CAP) information and information and referral to other appropriate agencies, which may include referral to the other workforce partners. A customer should be referred ~~to the local Department of Labor to address the customer's training or employment needs or~~ to the Extended Employment Services Program (~~Work Services / Sheltered Workshops~~) if the ineligibility is "Too Severely Disabled."

Ineligibility decisions based upon the severity of disability must outline clear and convincing evidence and require a period of trial work experiences or extended evaluation prior to closure. (See Closure, Section 13)

It is federally mandated that IDVR review the closure outcome of "too severely disabled" within 12 months of closure and annually thereafter, if requested. (See Section 13)

5.6.2 Trial Work Experiences (TWE) for customers with significant disabilities: Prior to any determination that a customer with a disability is incapable of benefiting from VR services in terms of an employment outcome because of the severity of that customer's disability, an exploration of that customer's abilities, capabilities, and the capacity to perform in realistic work situations must be conducted to determine whether or not there is clear and convincing evidence to support such a determination.

In such cases a written plan must be developed to assess and determine the above. The assessment must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the customer. TWE include: supported employment, situational assessment, and other experiences using realistic work settings and must be a sufficient variety and over a sufficient period of time to make such determination. Appropriate supports, including assistive technology devices and services

and personal assistance services to accommodate the rehabilitation needs of the customer must be provided.

Trial Work Experience is used to demonstrate whether the customer is capable of benefiting from VR services. Trial Work Experience will be conducted before Presumptive Eligibility is completed if there is a question regarding capacity to benefit.

TWEs may include: Community Based Work Evaluation (CBWE), job coaching, on-the-job training, supported employment or other experiences using realistic work settings, as well as assistive technology and other needed services.

Review the TWE Plan at least every 90 days to determine if there is sufficient evidence to conclude that the customer can benefit from VR Services in terms of an employment outcome or there is clear and convincing evidence that the customer is incapable of benefiting from VR Services in terms of an employment outcome due to the severity of the disability.

Make the determination for eligibility or case closure within the 18-month time frame.

5.6.3 Extended Evaluation: Under limited circumstances if a customer cannot take advantage of trial work experiences or if options for trial work experiences have been exhausted, an Extended Evaluation (EE) must be conducted to make these determinations.

In all cases where the counselor determines that an extended evaluation is required, the case record must include a Determination of Extended Evaluation completed by a qualified ~~VR counselor~~VRC, which documents:

- A. That the customer has a physical or mental impairment which constitutes or results in a substantial impediment to employment and requires VR services, and
- B. That it is questionable if the customer is capable of benefiting from VR services in terms of an employment outcome because of the severity of the disability.

During the extended evaluation period, VR services must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the customer. There must be a written Extended Evaluation Plan for providing services necessary to make an eligibility or ineligibility determination. Only those services that are necessary to make the above determinations are to be provided and extended evaluation services are terminated when the qualified ~~vocational rehabilitation counselor~~VRC is able to make the determinations.

A customer will remain in extended evaluations only for the period of time required to determine if the customer can benefit from VR services in terms of an employment outcome but not to exceed eighteen (18) months. A review of the case shall be conducted as often as necessary but at least every ninety (90) days. Written documentation will be provided of determination.

SECTION 6.0 THE DETERMINATION OF SIGNIFICANCE OF DISABILITY

6.1 Policy

At the time a customer is determined eligible for VR services, a ~~VR counselor~~ VRC will determine the significance of the disability and, based upon the determination, will assign the customer to a priority category. If the agency is not under an Order of Selection, the prioritization will be used (1) for planning purposes to ascertain services that can continue to be provided to all who are eligible and (2) to provide a structure for an easy transition to an Order of Selection if required. If the Agency is under an Order of Selection (see section 14), the priority categories are used to determine the order in which customers receive services.

6.2 Definitions

Priority Categories:

- A. No Significant Disability (NSD)
- B. Significant Disability (SD)
- C. Most Significant Disability (MSD)

No Significant Disability (NSD)

- a. Who has a physical or mental impairment;
- b. Whose impairment constitutes or results in a substantial impediment to employment; and
- c. Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

Significant Disability (SD)

- a. Meets the criteria for a customer with no significant-disability;
- b. Experiences a severe physical and/or mental impairment that seriously limits two or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and
- c. Requires multiple primary Individualized Plan for Employment (IPE) services over an extended period of time (at least 6 months).

Most Significant Disability (MSD)

- a. Meets the criteria established for a customer with a significant disability;
- b. Experiences a severe physical and/or mental impairment that seriously limits three or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and
- c. Requires multiple primary Individualized Plan for Employment (IPE) services over an extended period of time (at least 6 months).

Note: Customers who are beneficiaries of Social Security Disability Insurance (SSDI) or recipients of Supplemental Security Income (SSI) for disability reasons are automatically classified as either SD or MSD depending upon the extent of their functional loss category limitations.

Order of Selection (OOS): When VR services cannot be provided to all eligible customers because of financial or service capacity constraints, the Agency will enter an Order of Selection process that will assure that first priority is given to customers with the most significant disabilities. *Please review Section 14.0 for details regarding Order of Selection.*

6.3 Procedures

Determination of Significance of Disability

A ~~VR counselor~~VRC determines and adequately documents the level of severity of a customer's disability based on a review of the information gathered to determine eligibility. If additional information is necessary to make the determination, a ~~VR counselor~~VRC may obtain the information from the customer, customer's family, an outside professional and/or another public agency.

If adequate information is not available to describe or document current functioning, a ~~VR counselor~~VRC may purchase diagnostics from a qualified service provider.

A ~~VR counselor~~VRC reviews the data to determine:

- A. The number of functional capacity categories in terms of an employment outcome that are seriously impacted as a result of a disability;

AND

- B. Whether a customer is likely to need multiple primary IPE services to prepare for, obtain, or maintain a job;

AND

- C. The anticipated duration of IPE services are needed for an extended period of time (at least 6 months).

Identifying a Serious Loss of Functional Capacity

Functional capacity categories include: mobility, work tolerance, communication, self-care, interpersonal skills, self-direction, and work skills. To identify a loss of functional capacity, a ~~VR counselor~~VRC reviews and assesses data provided by the customer or customer's family, observed by the ~~VR counselor~~VRC, or reported by another qualified professional to determine whether:

A. A loss of functional capacity resulting from a disability is present;

AND

B. The loss of functional capacity represents an impediment to employment;

AND

C. The loss of functional capacity meets the definition of "serious loss of functional capacity."

A serious loss of functional capacity means a reduction in capacity of the customer to the degree that the person requires services or accommodations not typically provided to other customers in order to prepare for, secure, or maintain a job.

A specific disability diagnosis does not automatically infer a serious loss of functional capacity. Although certain functional losses are commonly associated with specific disability diagnoses, the presence and seriousness of the loss is unique for each person. Therefore, a ~~VR counselor~~VRC must complete a thorough evaluation of loss of functional capacity for each customer.

Non-disability factors such as age, sex, race, cultural, geographic location, poor public transportation, legal history, or lack of training should not be considered when determining loss of functional capacity. It is within the ~~VR counselor~~VRC's judgment to determine whether limitations are disability related or not.

Self-Reported or Observed Loss of Functional Capacity

A ~~VR counselor~~VRC may identify a loss of functional capacity based on a customer's self-report, reports from the family, school representative or others, or based on counselor observations.

For example, while interviewing an applicant who is hard of hearing, a ~~VR counselor~~VRC observes that the applicant is not able to effectively communicate verbally. Medical records clearly establish a hearing impairment, but do not address verbal limitations. Because a loss of functional capacity in verbal communication is consistent with and commonly associated with hearing loss, the ~~VR counselor~~VRC may determine, based on his or her observations, that a serious loss of functional capacity is present. To ensure the case service record explains and supports the determination, the ~~VR counselor~~VRC enters case narrative explaining that a loss in

the area of communication was observed, a summary of the observations, and how the loss of functional capacity affects the customer.

SD/MSD Checklist

Once the ~~VR counselor~~VRC determines a disability-related loss of functional capacity, the ~~VR counselor~~VRC considers whether the loss of functional capacity meets the definition of a “serious loss of functional capacity” contained in the SD/MSD Checklist loss of functional capacity definitions. If the loss of functional capacity meets the definitions of a “serious loss of functional capacity” the ~~VR counselor~~VRC checks the appropriate indicator on the Checklist.

The ~~VR counselor~~VRC completes the SD/MSD Checklist for each customer as soon as sufficient information is available, but no later than sixty (60) days from the date of application (unless an extension has been agreed upon).

SECTION 7.0 ASSESSMENT OF VOCATIONAL REHABILITATION NEEDS

7.1 Primary Source of Information

To the extent possible, the vocational goal, intermediate objectives, and the nature and scope of services to be included in the Individualized Plan ~~for~~ Employment (IPE) must be determined based on the data used for the assessment of eligibility and priority for services.

The Comprehensive Assessment to be completed prior to the development of the IPE will use, as a primary source of information, to the maximum extent possible, the following:

- A. Existing information
- B. Information provided by the customer and, where appropriate, by the family of the customer.
- C. The Assessment may also include new information acquired by IDVR including an in-house vocational evaluation; Community Based Work Evaluation (CBWE), aptitude tests, interest tests, job shadowing or any pertinent assessment required to identify the objectives, nature and scope of VR services that the customer may need in order to substantiate the choice of employment outcome.

7.2 Comprehensive Assessment of Rehabilitation Needs

A comprehensive assessment of rehabilitation needs is a process utilized to identify the customer’s strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as it relates to any potential vocational goal. The assessment shall be conducted in the most integrated setting possible, consistent with the informed choice of the customer.

7.2.1 Assessment of the Customer’s Current Realities

The ~~VR counselor~~VRC and customer will evaluate the following relevant factors.

Work History:

The ~~VR counselor~~VRC is required to obtain a thorough work history of the customer at the time of the intake interview. The gathering of this information requires the identification of job titles, job duties/responsibilities, and length of time in each position, hiring/educational requirements, and the reasons for leaving. Some attempt should be made to assess the customer's satisfaction with the job, the employer, and co-workers.

Functional Limitations:

Functional limitations need to be clearly outlined before the customer begins the development of a vocational goal. The establishment of an appropriate vocational goal requires that both the ~~VR counselor~~VRC and customer are aware of and address the true barriers to employment including the customer's perception of their limitations. This involves addressing the following areas:

- A. Physical limitations (lifting, walking, carrying, driving, stooping, reaching, handling, and bending)
- B. Mental limitations (coping with stress, working with other people, working alone)
- C. Current work tolerance
- D. Acceptance of disability
- E. Cognitive functioning

Personal Social & Economic Factors:

It is important for the ~~VR counselor~~VRC and customer to gather, document, and understand personal social and economic considerations. These considerations include:

- A. Values (personal and work)
- B. Family
- C. Service or support agencies
- D. Legal
- E. Financial (current realities and future expectations)
- F. Substance Use
- G. Non-financial resources / supports available

It is critical to understand the personal, social and economic factors as it relates to the development of the employment goal and the IPE.

Aptitudes/Transferable Skills:

To determine an appropriate employment goal the ~~VR counselor~~VRC and customer must identify the aptitudes, skills, and ability that the customer possesses. The following skill areas are to be addressed:

A. Personal

- Self-management
- Self-care
- Personality characteristics

B. Functional skills – A person’s level of skill working with data, people, and things.

C. Specific work skills – competencies in specific work task areas.

Many tools exist to assist the customer and the ~~VR counselor~~VRC to identify aptitudes and transferable skills.

7.2.2 Identification of potential employment goal, rehabilitation needs, and IPE services

The ~~VR counselor~~VRC and customer will evaluate a potential employment goal and identify rehabilitation needs and services required to achieve that employment goal.

Vocational Assessment:

Vocational assessment is a comprehensive process involving the ~~VR counselor~~VRC and the customer that focuses on functional abilities and will incorporate medical, psychological, social, vocational, educational, cultural, economic data, and real or simulated work. This is done to identify the employment goal, its overall feasibility, and the VR services that are needed to achieve that goal. Examples of vocational assessment include:

- A. Formal Vocational Evaluation
- B. Community Based Assessment
- C. Guidance & Counseling – Facilitated Self-Discovery
- D. Labor Market Research
- E. Assistive Technology Review

7.3 IPE Development:

Through the comprehensive assessment the customer has made an informed choice of his/her vocational goal. For the vocational goal to be implemented, the ~~VR counselor~~VRC must concur that the vocational goal is feasible. The ~~VR counselor~~VRC will then assist in identifying the IPE services needed to remove barriers to employment. The ~~VR counselor~~VRC is required to address all previously identified disability related barriers to employment. These services include but are not limited to:

- A. Counseling and Guidance
- B. Training
- C. Medical and mental restoration

- D. Disability adjustment training
- E. Information and referral services
- F. Interpreter services
- G. Job placement assistance
- H. Job readiness training
- I. Job search assistance
- J. Maintenance
- K. On-the-job supports
- L. On-the-job training
- M. Other services
- N. Personal attendant services
- O. Reader services
- P. Rehabilitation technology
- Q. Technical assistance services
- R. Transportation services

Vocational rehabilitation services are any services described in an IPE necessary to assist a customer with a disability in preparing for, securing, retaining, or regaining an employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the customer.

The following are essential components that need to be addressed and documented as part of the comprehensive assessment:

- Compatibility of Disability with Employment
- Skills, Interests, Aptitudes, and Abilities
- Market Analysis
- Economic Expectations and Potential for Career Growth
- Vocational Strengths and Capacities
- Customer Financial Issues
- Informed Customer Choice
- Social Support
- Training and Academic Test Results
- Rehabilitation Technology needs
- Legal barriers and industry specific requirement (criminal issues, drug and alcohol screenings, tobacco use, etc.)

7.4 Medical Consultation Policy

Medical consultants are retained by IDVR. Medical consultants can be used to review a customer's diagnostic information to determine; 1) if it is complete or if updated and/or additional medical reports are necessary; 2) to train the counselor about medical conditions; and 3) to assist in case management direction.

Examples of times to use a medical consultant are:

- A. Eligibility determination
- B. Plan development

- C. Prior to medical restoration services
- D. Whenever a VR staff member has a question about a customer's treatment, medications, or condition including such issues as the natural course of the disease or treatment options.

When presenting a case file to the medical consultant, be prepared to:

- 1. Present specific questions to the medical consultant; and
- 2. Speak knowledgeably about the customer.

Some examples of things a VR staff member may consider prior to medical consultation:

- A. File medical information in chronological order with most recent on top
- B. Highlight or tab important information
- C. Eliminate duplicate data
- D. List questions for the medical consultant

SECTION 8.0 PARTICIPATION OF CUSTOMERS IN COST OF SERVICES BASED ON FINANCIAL NEED^[TP6]

In order to further IDVR's mission to help customers move towards independence and self-sufficiency, IDVR encourages customers to be personally invested in and contribute financially towards the cost of their VR plan, when possible. The extent of the customer's financial participation in the cost of Vocational Rehabilitation services is based on their income and other factors. ~~Regardless of the amount that is going to be contributed by the customer, the Financial Participation Assessment of the customer's financial participation~~ is an effective tool for identifying customer resources as they relate to VR planning and implementation, regardless of the amount contributed by the customer.

Reminder: Financial need and/or participation status are ~~is~~ not a ~~factor~~s in the eligibility determination.

Financial Participation

~~When financial participation is assessed~~ using IDVR's Financial Participation Assessment (FPA) Form.

- 1. After eligibility, during plan development, while exploring comparable benefits, AND Using the Financial Participation Assessment (FPA) form.
- 2. Every twelve (12) months or ~~sooner~~ if financial circumstances change significantly, whichever occurs sooner.

Financial Participation Assessment Guidelines Services Exempt from Financial Participation:

A Financial Participation Assessment will be applied as a condition for providing ~~furnishing~~ all vocational rehabilitation services, EXCEPT for the following: (34 CFR 361.54(b) (3))

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1. Assessment ~~Purchased services~~ for determining eligibility and vocational rehabilitation needs.
Note: Assessment services for determining eligibility and vocational rehabilitation needs, which are not diagnostic in nature and are provided in the trial work period (i.e., transportation), are subject to financial participation.
2. Vocational rehabilitation counseling and guidance and referral services;
3. Any auxiliary aid or services (e.g., interpreter services or reader services) that an individual with a disability requires in order for the individual to participate in the vocational rehabilitation program. Auxiliary aids and services do not include personally prescribed devices such as eye glasses, hearing aids, or wheelchairs;
4. Personal ~~a~~Assistance ~~s~~Services;
5. Job related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services, i.e., Community Based Work Adjustment, Job Site Development (CBWAJSD), Community Based Work Adjustment (CBWA), Placement and Follow Along Job Site Development (P&FJSD), and Placement and Follow Along (P&F).

~~Customer Financial Participation for IPE Services~~ Upon completion of the FPA and the determination of services to be included on the IPE the counselor and customer will identify the specific IPE services that will be paid for by each party.

~~The FPA will be used to identify financial responsibility for IPE services.~~

It should be emphasized to the customer and vendor ~~that~~, IDVR will not be responsible for the customer's debts, under any circumstances. If the customer's debts to a vendor inhibit the provision of services necessary to achieve the employment goal, IDVR will work with the customer to explore options for the continuation of services.

~~IDVR cannot, under any circumstances, pay for a customer's previous financial obligations or debts.~~

Financial Participation Assessment (FPA) Form

~~The VRC and customer will complete the FPA form in eligible status and identify the customer's financial participation responsibilities.~~

~~Estimate the cost for rehabilitation services each twelve (12) month period of the IPE. Calculate the amounts of participation to be provided by both the customer and IDVR for each twelve (12) month time period covered by the FPA.~~

Directions for Completion:

Exemption from Rrequired Pparticipation

Customers who receive SS~~DI~~ and/or SS~~DI~~ are exempt from not required to make a financial contribution toward the cost of services. However, to ensure a customer qualifies for this

exemption, written proof of SSDI or SSI ~~qualification determination~~ must be received. ~~This information will be used in completing the FPA form exemption status for SSDI and/or SSI recipients. It should be noted that customers who receiveing Social Security benefits from under retirement, spouse of retired worker, child of a retired worker, child of deceased worker, widow, parent of deceased worker, spouse of disabled worker, or child of a disabled worker would not be eligible for this exemption. The VR Counselor must complete the top portion of the FPA certifying that the customer is exempt from any required financial participation. The VR Counselor will also make a note in the IPE and subsequent plan amendments that may be developed, in the appropriate section, outlining the customer's exemption.~~

Factors for Determining Customer Financial Participation

Several factors are considered to determine a customer's level of financial participation, including the customer's and/or spouse's income, estimated annual plan costs, exclusions such as impairment related work expenses, and available financial resources which exceed the Department of Health and Human Services (HHS) Federal Poverty Guidelines.

The following steps are taken to identify the level of participation:

The applicable income is subject to two calculations. The first calculation will determine the required participation by comparing income category and expected plan costs.

The second calculation identifies an annual maximum percentage of the applicable income that the customer will be required to contribute toward their plan costs and will not exceed 25% of the applicable income.

The lower amount of the two calculations above will determine the customer's expected annual contribution. All service costs anticipated or purchased during the twelve (12) month period covered by the FPA are to be considered in aggregate rather than individually calculated.

1. Income Data:

Customers (and spouse's if married) sources of income verification may include:

- Most recent year IRS tax filings,
- Employment Security Wage or Unemployment Benefit Reports,
- Employer generated pay stubs,
- Retirement program documents, or
- Documentation from public or private income support programs.

(TANF and food stamps are examples that are not considered income)

Modification

The customer or their representative may request modification to the FPA, as needed to adjust for changes in income or other circumstances (e.g., disability related costs and number of family members). If modification is requested, the customer, parent or guardian must provide income verification from the sources listed above.

Exceptional Cases In exceptional cases, circumstances may occur where rigid adherence to the Financial Participation Policy and Procedures could seriously jeopardize the customer's opportunity to achieve rehabilitation objectives and an employment outcome. In such cases, the VRC may elect to seek an exceptions to the policy may be considered by reviewing the case with

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the ~~Regional Manager RM and who will then seek an exception approval by the Chief of Field Services, or designee who will render a decision within ten (10) business days.~~

~~Total Income Excluded:~~

~~This figure is the Income Exclusion Allowance (300% of the Federal Poverty Level) plus exclusion of disability related expenses, per the Code of Federal Regulations—Title 34: Education: 361.54(2)(iv)(B).~~

~~For the purposes of this policy, the Social Security Administration's use of impairment related work expenses will serve as a guideline to disability related expenses. A disability related work expense is an expense for an item or service, which is directly related to enabling an impaired customer to work, and which is necessarily incurred by that customer because of a physical or mental impairment. To qualify as a disability related work expense, the expense must be paid by the customer. Expenses paid by sources such as health insurance, vocational rehabilitation and the employer are not considered a disability related work expense for the customer with the impairment.~~

~~Examples include, but are not limited to:~~

- ~~• The cost of attendant care services rendered in the work setting or in assisting the customer in making the trip to and from work is considered an IRWE, however attendant care rendered on non-work days or those performed at any time which involve shopping or general homemaking are not considered a disability related work expense. Additionally, attendant services performed for other family members such as babysitting, are not considered a disability related work expense).~~
- ~~• Durable medical equipment which can withstand repeated use, is used to serve a medical purpose, and is generally not useful to a person in the absence of an illness or injury, such as wheelchairs, hemodialysis equipment, respirators, pacemakers, traction equipment.~~
- ~~• The cost of the modification of vehicle (but not the cost of the vehicle) in order to drive or be driven to work, where the modification is critical to the vehicle's operation or its accommodation of the customer. The modification must be directly related to the impairment (without the modification the customer would either be unable to drive or would be unable to ride in the vehicle).~~
- ~~• Expenses paid by a person with blindness in owning a guide dog including the costs of purchasing a dog, food, licenses and veterinary services.~~
- ~~• Prosthetic devices that replace internal body organs or external body parts (a prosthetic device primarily for cosmetic purposes usually is not considered a disability related work expense).~~
- ~~• The cost of drugs and medical services necessary to control the disabling condition, thereby enabling the customer to work (drugs and medical services used for minor physical or mental problems not resulting in any significant loss of function such as, yearly routine physical examinations, dental examinations and optician services and eyeglasses, when unrelated to a disabling visual impairment, are not considered a disability related work expense).~~
- ~~• Work equipment and assistants that are required to accommodate the impairment and perform the job such as, a one-handed typewriter, telecommunications device and a job coach paid for by the customer.~~

~~Applicable Income:~~

~~This section enables IDVR to specify the extent of the expected customer cost responsibility toward the cost of services during the upcoming twelve (12) month period of expected plan expenditures. The Income Exclusion Allowance is adjusted annually and is set at 300% of Federal HHS Poverty Guidelines.~~

Determination of Required Participation:

~~The Customer Participation Table (Table A) is formulated to assess that portion of Applicable Income, which is considered to be available to meet the cost of services. The customer is expected to contribute toward the service cost(s) at the specified percentage of participation level. The amount of financial participation will not exceed the Annual Maximum percentage of the customer's Applicable Income. All services cost anticipated or purchased during the twelve (12) month period covered by the DPA are to be considered in aggregate rather than individually calculated.~~

TABLE A – CUSTOMER PARTICIPATION TABLE

Yearly Cost of Plan % of Participation

<u>\$2,000 and Under</u>	<u>50%</u>
<u>Over \$2,000</u>	<u>75%</u>

Certification:

~~The customer, parents or legal guardian completing the Financial Participation Assessment Form will be required to provide verify, by signature, that the information provided is correct. The customer, parents or legal guardian should be advised that he/she will be asked to financial documentation the financial information provided for verification, from external sources, such as the most recent year IRS tax filings, Employment Security Wage or Unemployment Benefit Reports, employer generated pay stubs, retirement program documents, or documentation from public or private economic support programs. The form will then be signed by the VR counselor.~~

Applying the Financial Participation Assessment Information to Making Purchases:

~~If the customer has a financial participation requirement, it will be applied to purchases prior to assessing any caps from the Agency Payment Policy purchasing section (Section 12.20).~~

SECTION 9.0 PURCHASE OF SERVICES AND SUPPLIES FOR PARTICIPANT USE IN THE VOCATIONAL REHABILITATION PROGRAM

All purchases must follow ~~f~~Federal, ~~s~~State, and IDVR purchasing guidelines.

Purchases require written authorization (Authorization for Purchase (AFP)~~purchase order~~), prior to initiation of the service or the purchase of any equipment.

The responsibility for authorizing services and approving payment of those services must be assigned to separate employees.

Purchases will be made consistent with the prevention of discrimination due to race, religion, color, national origin, sex, age, and disability.

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The Rehabilitation Act of 1973, as amended, and its implementing regulations mandate procedures in the provision of services and methods of procurement. Customers with a disability served through the vocational rehabilitation program must be actively involved in choosing the vocational rehabilitation services they receive and the entities providing those services.

Consistent with procurement guidelines, a ~~VR counselor~~VRC cannot obligate ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ to services that exceed his/her procurement authority. An Individualized Plan for Employment (IPE) that will include a service generating an ~~Authorization for Case Service (AFPCS)~~ over \$5,000 will require the ~~Regional Manager~~RM's written approval of the IPE prior to the plan being approved. The ~~VR counselor~~VRC will inform the customer that the plan is pending approval during this process. An ~~A-AFPCS purchase~~ cannot be fragmented into multiple ~~AFPCS~~'s as a way to circumvent this approval.

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All purchases in excess of \$5,000 shall be reviewed and recommended by the [Regional ManagerRM](#).

NOTE: Case service expenditures require written authorization prior to the initiation of the service or the purchase of any equipment. ~~Oral~~[Verbal](#) authorizations are permitted in emergency situations by the [Regional ManagerRM](#) or designee, but must be confirmed promptly in writing and forwarded to the provider. These authorizations are to be issued within three (3) business days of the beginning of the service.

The following principles shall guide customer purchases:

- A. The IPE is the primary document that determines the scope, duration and provider of services. The customer with a disability must agree to the terms and conditions of the IPE prior to services being provided.
- B. ~~VR counselor~~[VRCs](#) are required to determine the rehabilitation needs of the customer first, and then determine the provider and the procurement method. Costs, availability, success, experience providing the service, and customer research, are characteristics that guide the choice of the provider.
- C. The method of procurement is also determined in partnership with the customer. The Agency prefers that a state [Authorization for Case Services \(AFPCS\)](#) be provided to the selected vendor, with an invoice from the vendor documenting the service provision. Other methods are available, given the informed choice of the customer, including reimbursement.
- D. The provision of services must be consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, and informed choice of the customer.
- E. All purchased services that are evaluative and restorative shall be authorized prior to the provision of services. The Agency will ~~reimburse~~[pay](#) providers of medical services (both medical and psychological) based upon usual and customary fees for their area of specialization or based upon payment caps that have been imposed for specific services (Review Payment Policy – Section 12.2). Providers will be ~~reimbursed~~ [paid](#) at this rate independent of the customer attending the scheduled appointment.
- F. Staff will ensure fair and equitable treatment of all persons doing business with the Division.
- G. Purchases will be made consistent with the elimination and prevention of discrimination due to race, religion, color, national origin, sex, age, and disability.
- H. The responsibility for authorizing services and approving payment of these services must be assigned to separate employees.
- I. The [customer's](#) record of service~~of the customer~~ shall contain necessary evidence and documentation of adherence to these principles.

- J. ~~Regional manager~~RMs are the Division's field service procurement liaisons and are responsible to ensure that staff have necessary training.

SECTION 10.0 INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE)

10.1 Options for Developing the IPE

The eligible customer or, as appropriate, the customer's representative may develop all or part of the IPE:

- A. Without the assistance from ~~Idaho Division of Vocational Rehabilitation~~ (IDVR) or any other entity

OR

- B. With assistance from:

- a. A qualified ~~vocational rehabilitation counselor~~VRC employed by IDVR.
- b. A qualified ~~vocational rehabilitation counselor~~VRC who is not employed by IDVR.
- c. Other resources.

IDVR will not pay for IPE development services from other providers. IPE development must be completed on IDVR forms.

The IPE must be agreed to and signed by the customer or, as appropriate, the customer's representative, the ~~VR counselor~~VRC, and, when required, the ~~IDVR Regional Manager~~RM or designee. An IPE is considered approved and services initiated only after all required signatures have been obtained.

A comprehensive assessment must be completed in developing the IPE as described in section 7.2.

Customers must receive the supports that will assist them in making informed choices.

Customers shall promptly receive a copy of their initial IPE and any subsequent IPEs. Copies shall be provided in the native language of the customer or through appropriate modes of communication if appropriate.

The record of services must support the selection of the specific employment outcome, the objectives of the IPE and the selection of providers of services. All goods and services, except assessment services, may only be provided in accordance with IPE.

An IPE can support one of the five following employment outcomes:

1. Competitive employment in the integrated labor market.
2. Self-employment
3. ~~Homemaker~~^[TP7]
4. ~~Unpaid family worker~~
5. ~~3~~. Integrated employment with supports

IDVR must:

1. Reinforce the ultimate purpose of the IPE: To assist the customer to prepare for, secure, retain, or regain employment.
2. Insure that the customer fully understands that she/he must participate as an active and cooperative partner in the identification and selection, through informed choice, of a vocational goal, having a reasonable expectation for marketable success.
3. Insure that the customer fully commits to participate in the implementation and completion of the IPE.

10.2 Developing the Vocational Goal:

In selecting a vocational goal, it is important that the customer is actively involved in all phases of this development. Much research has been done to substantiate that the successful outcome of vocational rehabilitation increases when the customer is involved in every phase of the vocational planning. Vocational planning is built around vocational exploration, understanding the customer's medical and work history, his/her perception of disability, social habits, functional limitations, inherent aptitudes and transferable skills, vocational exploration through vocational evaluation, training options, and labor market research. The customer will explore the relationship of vocational objectives around his or her personal capabilities, interest, and situations and then attempt to understand the way these different factors impact and influence vocational potential. This information then helps the customer to develop the steps to a solid rehabilitation plan and provides tools for the customer to assess his/her current state of mind and to encourage positive self-initiated resolutions.

10.3 Ticket to Work

When a customer has a Ticket to Work through SSA and an approved VR IPE, their ticket is automatically assigned to IDVR, unless the ticket is already assigned to another employment network (EN). If the customer has a ticket assigned to another EN prior to IDVR involvement, the customer will be requested to reassign the ticket to IDVR. If the customer does not reassign their ticket, IDVR will need a copy of the work plan from the EN that the ticket was assigned to, to ensure that no service overlap occurs. It is the customer's responsibility to provide the ticket work plan.

An Agency verification program has been implemented that informs Maximus of all SSA recipients who have been placed into an initial IPE. If a recipient has been assigned a ticket by SSA, Maximus will designate the ticket as "in usage" at the time of notification by the Agency.

The ~~VR counselor~~ [VRC](#) should always inform the SSA recipient that the choice to participate in an active IPE program will restrict any option to assign the ticket to other employment networks (ENs) while participating in the VR program.

At closure, the ~~VR counselor~~ [VRC](#) is not required to contact Maximus. An Agency verification program has been designed to inform Maximus of case closure. This notification will re-activate the ticket for further engagement if desired by the customer.

At successful closure, it is highly recommended that a ~~VR counselor~~VRC provide a list of ENs who is capable of initiating follow-along services such as “Phase 2” and or “Monthly Outcome Payment” services. By referring the customer who is earning at Substantial Gainful Activity (SGA) level at closure to an EN, the probability of agency reimbursement at the completion of nine months of employment will be increased significantly.

10.4 The IPE must include the following:

- A. Using the information from the Comprehensive Assessment (Section 7.2) the ~~VR counselor~~VRC and customer must determine a specific employment outcome consistent with the customer’s unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice. In concert with the customer, the ~~VR counselor~~VRC must conduct a thorough market analysis to include job outlook and the customer’s economic expectations and needs. Planned services on the IPE should only entail those required to achieve the vocational goal.

- B. The specific rehabilitation services needed to achieve the employment outcome, along with the projected dates for initiation and anticipated duration of each service, including:
 - a. As appropriate, assistive technology devices, assistive technology services and personal assistance services including training in the management of those services;
 - b. As provided in the most integrated setting that is appropriate for the services and is consistent with the informed choice of the eligible customer;
 - c. Timelines for the achievement of the employment outcome and for the initiation of services;
 - d. A description of the entity or entities chosen by the eligible customer or, as appropriate, the customer’s representative that will provide the vocational rehabilitation services and the methods to procure those services;
 - e. A description of the criteria (“Plan Documentation”) that will be used to evaluate progress toward achievement of the employment outcome;
 - f. The terms and conditions of the IPE, will include information describing the responsibilities of IDVR and the customer to achieve the employment outcome;
 - g. The extent of the customer’s participation in paying for the costs of services;
 - h. The customer is required to apply for and secure comparable services and benefits when available. The responsibilities of other comparable service and benefit entities will be listed on the IPE;
 - i. As necessary, the expected need for post-employment services prior to the point of successful closure (Review Post-Employment – Section 12.14).

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- j. A description of the terms, conditions, and duration of the provision of post-employment services;
- k. If appropriate, a statement of how post-employment services will be provided or arranged through other entities as the result of arrangements made pursuant to comparable services or benefits;
- l. Supported Employment – for customers with the most severe disabilities for whom a vocational objective of supported employment has been determined appropriate, the following must be addressed:
 - A description of time-limited services to be provided by IDVR not to exceed eighteen (18) months in duration, unless under special circumstances, the eligible customer and the ~~VR counselor~~VRC jointly agree to extend the time to achieve the employment outcome;
 - A description of an identified source of funding for the extended services needed (long-term support). If it is not possible to identify the source of such funding, a statement that there is a reasonable expectation that extended services will be available. *Extended services are provided by a State agency, a private non-profit organization, employer, or other appropriate resource, from funds other than IDVR.*
- m. In developing an IPE for a transition student with a disability, the IPE shall be prepared in coordination with the appropriate educational agency and will consider the student’s Individual Education Plan (IEP) if one exists;
- n. Completion of the IPE for all School-Work transition customers, *before they exit the school system.*

NOTE: *Because of the capability of the Case Management tool, with the ability to clone plans, write new plans, edit features and delete completed services, there will be only **one active plan**, which is the current plan with all current services reflected on it. When the current plan is signed and approved by the customer and approving authority (counselor or supervisor) all previous plans will become void.*

10.4.1 Implementation of the IPE

The ~~VR counselor~~VRC should ensure that the IPE is developed and implemented in a timely manner, within ~~90 days~~four (4) months of the eligibility decision. *An exception may be made and must be documented^[TP8] ~~in case note~~ on or before the plan due date if this timeframe will be exceeded due to the needs of the customer.* Documentation should include customer readiness to implement the IPE (i.e. legal, family, medical, transportation, and housing issues) and the anticipated time frame for resolution of factors delaying IPE implementation.

10.5 Annual Review

The IPE must be reviewed annually by a qualified ~~VR counselor~~VRC and the customer to assess the eligible customer's progress in achieving the identified employment outcome. An approved plan amendment would replace an annual review.

10.6 IPE Electronic Case Management Functions

New Plan: The "New Plan" option is utilized when completing an initial plan or when the overall nature of the IPE is changed. This would occur when a new vocational goal is chosen and there are major changes in the planned services. Any time a new vocational goal is chosen, a new comprehensive assessment case note must be completed that supports the new vocational goal. Remember: with the development of a new plan, the ~~VR counselor~~VRC and customer will need to include all needed services and complete the pertinent comparable benefit documentation outlined in Section 11.0.

Clone: The clone feature is to be used when the basic nature of the plan is going to remain the same. This feature brings forward a full copy of the previous IPE and allows the ~~VR counselor~~VRC and customer to add new services. New services will be given new service numbers when they are added to the clone. It is important to add new services before deleting previous services from the plan that have been completed or expired. This keeps service number 1-2-3... in numerical order and allows for subsequent services to be numbered appropriately. Justification for the new services must be documented in the comments section of the Plan sub-page. *If the goal is changed without the need to modify services, the IPE can be cloned.* Change the goal and update the comprehensive assessment in a case note to justify vocational change. When adding new or expanded services to a clone, *always update the justification in the "documentation" box.* It is not necessary to clone the plan each time the price of a service outlined on a plan increases. This can be accommodated through the authorization showing the increased costs.

Edit: There are limited circumstances when editing an IPE is allowed. When editing an IPE, a ~~VR counselor~~VRC, who meets CSPD standards, must document in a case note the customer's agreement with the edit of the IPE. The only two situations where an IPE can be edited are:

1. Changing the provider of a service

Generic services can be edited on an IPE, with customer agreement, without a customer's signature, prior to the initiation to that service. Non-generic services cannot be edited. No service may be added to the IPE through the edit process.

- a. Generic services – Tutoring, computer equipment / software, auto repairs, books, transportation, community rehabilitation services, child care, clothing, academic testing, dental work, dialysis, driver's training, eye glasses, functional capacity evaluation, GED, hearing aids, information referral services, insurance, kidney related services, lab work, licensure, maintenance, medication, vocational adjustment, tools and equipment, supplies, and x-rays.
- b. Non-generic services – Medical examination, diagnostic examinations, case management, post-secondary education, medical records, counseling and

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guidance, treatment, evaluation, hospitalization, interpreter services, education and evaluation, therapy, OJT, other services, personal assistant services, psychological consultation, prosthetics / orthotics, rehabilitation technology, rehab engineering, self-employment technical assistance, surgery, transition planning, and vocational evaluation.

2. Changing the cost of a service

The cost of services on the IPE can be edited if the cost increase is 10% or less for that particular service.

Plan Approval Authority:

~~VR counselor~~VRCs who do not meet CSPD will continue to require ~~Regional Managers (RM)~~ approval for all plans. RMs ~~may~~can, at their discretion, delegate this function to an Assistant Regional Manager (ARM) or other senior counselors at a level 2 or 3.

Annual Review: Upon completion of annual review with customer, the ~~VR counselor~~VRC must complete annual review function in Case Management System.

SECTION 11.0 COMPARABLE SERVICES AND BENEFITS

11.1 Comparable Services and Benefits

Each eligible customer will be required to identify, with the ~~VR counselor~~VRC, all potential comparable benefits that may be available during the development of the Individualized Plan ~~off~~for Employment (IPE). If comparable benefits ~~and services~~ are available for VR services, including accommodations, personally prescribed devices (hearing aids, eyeglasses, or wheelchairs) and auxiliary aids and services (interpreter and reader services), they *are required* to be utilized, to meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services should be utilized before ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ agency funds are expended.

Provision of Services:

1. If comparable services or benefits exist under any other program and are available to the customer at the time needed to ensure the progress of the customer toward achieving the employment outcome in the customer's IPE, the designated State unit must use those comparable services or benefits to meet, in whole or part, the costs of the vocational rehabilitation services.
2. If comparable services or benefits exist under any other program, but are not available to the customer at the time needed to ensure the progress of the customer toward achieving the employment outcome in the customer's IPE, the designated State unit must provide vocational rehabilitation services until those comparable services and benefits become available.

The utilization of comparable services and benefits does not apply in the following situations:

- A. If the determination of the availability would delay the provision of vocational rehabilitation to any customer who is at extreme medical risk. A determination of extreme medical risk shall be based upon medical documentation provided by an appropriate licensed medical professional and means a risk of substantially increasing functional impairment or risk of death if medical services are not provided expeditiously. It is strongly recommended that such cases receive medical consultation review whenever possible.
- B. If an immediate job placement would be lost due to a delay in the provision of comparable benefits.

11.2 Exempt Services

The following categories of service are exempt to the requirement that comparable services and benefits be utilized:

- A. Medical, psychological or other examination to determine eligibility.
- B. IDVR counseling, guidance, information and referral, and IDVR job related services including: job search and placement assistance, job retention services, follow-up services, and follow along services.
- C. Evaluation of vocational rehabilitation potential.
- D. Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices. [Exemption of rehabilitation technology services does not extend to auxiliary aids or services or personally prescribed devices, such as eye glasses, hearing aids, or wheelchairs.](#)
- E. Post-employment services that are outlined through A-D.

11.3 Timeliness of Comparable Benefits

If a comparable benefit exists, but is not available to the customer at the time needed to satisfy the rehabilitation objectives on the IPE due to no delay on the part of the eligible participant in seeking such benefits, IDVR may provide services until the comparable benefits become available.

SECTION 12.0 VOCATIONAL REHABILITATION SERVICES

12.1 Timeliness

The ~~VR Counselor~~[VRC](#) and customer require adequate time to accomplish all steps in the VR process to reach a determination and approval of an agreed upon feasible employment goal. VR services, other than assessment services, are initiated when the steps to this process have been

completed and a plan is in place. Sufficient time must be allowed for the completion of a comprehensive assessment prior to implementation of IPE services.

Post-Secondary Training (PST) and other IPE services are VR services that are provided when it is required for a VR customer to become a competitive applicant for an approved IPE goal. If an applicant for VR services expresses an interest in a vocational goal that requires Post-Secondary Training and the VR applicant is either already enrolled or desires to start a PST program within six (6) months of application, IDVR reserves the right to assert that six (6) months or less may not be adequate to complete the process described above.

12.2 Agency Payment Policy

NOTE: Many of the services listed below include *maximum agency contributions*. This section outlines in detail the payment policy of ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ in regard to specific services. It is the policy of IDVR to pay usual, customary and reasonable charges for services provided to its customers by providers ~~of goods and services~~ except for the following list. An ~~“Exception Policy”~~ to the payment policy is included at the end of this ~~sub~~section, explaining that the payment caps established may, on occasion be exceeded. It is important to emphasize that IDVR is not obligated to pay the total cost of services required to ensure that a customer achieves an employment outcome. When appropriate, customers are required to utilize Comparable Benefits and Services (Section 11.0). Personal participation in the payment of some portion of the costs of a vocational plan may be required based upon the particular service selected as well as the identification of personal resources that could be applied toward the cost of the targeted service.

Social Security Beneficiaries (SSI or SSDI):

Social Security disability benefits recipients are not required to participate financially towards any costs.

Applying the Financial Participation Assessment Information to Making Purchases:

If the customer has a financial participation requirement (Section 8.0), it will be applied to purchases prior to assessing any caps from the purchasing section.

Rates of Payment:

~~These f~~ees are established in accordance with ~~f~~ederal guidelines that permit an agency to establish fee limits for services designed to ensure a reasonable cost to the program for each service. Whenever appropriate, a competitive process will be used to achieve a reasonable price. Idaho is a low bid State; therefore, the lowest bid, meeting specifications, will ~~then~~ be the maximum amount IDVR will contribute to the purchase of goods or services. The Payment Policy will determine the maximum that IDVR will contribute to the purchase. For items not included in the payment policy, the usual, customary and reasonable rate will be used for the service, not to exceed the rate charged other public agencies. The services that will meet the customer's need, at the least cost to IDVR, shall be the service purchased. All decisions on cases, including fee for services, are determined on an individual case basis. The customer may choose his or her preferred vendor, ~~however but~~ if the ~~cost of the services~~ ~~client chooses a product or vendor that~~ exceeds the maximum ~~rate of~~ payment ~~rate~~ established by the Payment Policy, the customer will be responsible for the excess amount.

IDVR Payment Rates:

- 1. Post-Secondary Training:** IDVR provides financial assistance for ~~Post Secondary~~Post-Secondary Training. Listed below are maximum assistance allowances to apply toward all training and educational programs including college, university, vocational-technical, truck driving, cosmetology, business school, computer training, commercial pilot training, etc.

The established percentage support applies to ALL tuition and fees including any associated health insurance fees.

- a. Pell Grant/-Financial Aid:** Any customer planning on attending an institution that is eligible for Pell Grant funding must complete the Free Application for Federal Student Aid (FASFA) application and receive an award or denial letter prior to any IDVR financial participation. All PELL grant proceeds must be applied first toward tuition and book expenses before IDVR assistance is provided.

Any non-merit grants or scholarships must also be applied to tuition, fees and books before IDVR assistance is applied.

A merit scholarship, based on academic standing or achievement, can be utilized at the student's discretion.

Student loans, including Federal student loans, can be utilized at the student's discretion.

In situations where a comparable and accessible Pell Grant and non-Pell Grant supported programs co-exist, IDVR requires utilization of the Pell Grant supported program.

An exception for IDVR financial support to a non-Pell Grant supported program (when a comparable Pell Grant supported program exists) can be granted after review and approval by the ~~Regional Manager~~RM if the student can show extenuating circumstances and/or other very strong rationale for attending the non-Pell Grant supported program.

- b. Tuition:** IDVR will pay up to 90% of the total tuition and fees of any Idaho Public Post-Secondary Institution.

For customers choosing out of the state or private institutions IDVR will pay up to 90% of the tuition and fees up to 90% of the highest Idaho Public Post-Secondary Institution offering the same program.

- c. Non-Idaho Public Education and Training Institutions~~Out-Of-State Education and Training~~:** Public ~~and~~ private ~~post-secondary~~post-secondary

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institutions including colleges, universities, vocational technical schools, and other educational and training institutions ~~outside the State of Idaho~~ (see 12.5).

Normally, IDVR financial participation will be limited to equivalent rates established for in state education and training with the following exceptions;

- i. If a customer's vocational goal requires an educational degree that is not available at a ~~S~~state of Idaho public institution, IDVR will pay a maximum of ~~[TP9]~~ 12.5 times the rate of ~~atwo~~ single semester's tuition of the University of Idaho.
 - ii. If the course of study is offered in-state, because of the additional costs caused by accommodations for disability, it would be more cost effective for the Agency to support the attendance of the customer at an out-of-state educational institution~~one~~; ~~then~~ VR may pay the training rates established for out-of-state programs.
- d. Summer Sessions:** Summer sessions are generally considered optional for academic programs. Therefore additional funding is typically not allotted for summer sessions.

Payment for a summer session will be considered with approval from the ~~Regional Manager~~ RM. Maximum assistance rates will be established according to the length of the term, i.e. semester, trimester, quarter. Approval or denial for summer school assistance will be considered if it meets any of the following conditions;

- i. IDVR may pay for summer session if it is a required part of a program.
- ii. IDVR may pay for summer session in exceptional cases where a disability-related reasonable accommodation is verified.
- iii. IDVR may pay for an additional summer session if by attending the session the customer will be able to complete the college or university degree program by the end of that session.
- iv. IDVR may pay for a summer session if by attending the session the customer will be able to complete the college or university degree program within the timelines identified on the IPE.

2. Books:

Where available and feasible, customers are required to use rental text books or e-books. All rented books need to be returned – customer will be billed when books are not returned.

If unavailable for rent or e-book format, some text books may need to be purchased. The expectation is that used books will be purchased when available. All books purchased by

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IDVR must be returned to IDVR unless negotiated previously with ~~VR counselor~~ [VRC](#) (where the book may be used for additional classes, reference, or for disability reasons).

IDVR will pay a maximum of 90% of the text books. If non-merit grant funds are remaining after paying tuition and fees they must be applied to books.

- 3. Medical Insurance for students in post-secondary education:** IDVR may pay for medical insurance for students while attending an institution that requires medical insurance. If the student has medical insurance or can obtain medical insurance ~~at no extra cost~~ that meets the institutions requirement, IDVR will not pay for medical insurance.

Note to staff: this must be issued as a separate authorization and classified as insurance.

4. Medical exams with written report:

- a. General Physical exam - \$65 maximum
- b. Specialist exam by M.D. - \$350 maximum, plus actual cost of related procedures (e.g. x-rays).

- 5. Psychiatric Evaluations:** \$250 maximum for the evaluation plus one medication monitoring sessions that is considered a diagnostic.

- 6. Psychological Exam by Licensed Psychologist:** \$200 maximum plus actual cost of psychometric tests.

- 7. Ophthalmologist:** The specialist fee (\$350) for an ophthalmologist will be authorized when diseases of the eye are present and cannot be dealt with by an Optometrist.

- 8. Optometrist:** Maximum fees are established for general visual exam, accompanying test, frames and glasses. Tinted glasses require a prescription for IDVR payment.

Procedure Fees:

Visual Exam \$85

Frames w/ Single Vision Lenses (per pair) \$165

Frames w/ Bifocal Lenses (per pair) \$185

Frames w/ Trifocal Lenses (per pair) \$210

Contact Lenses – Contact lenses cannot be purchased for clients unless there is documentation by an Ophthalmologist or Optometrist that there is a medical or visual need. Maximum assistance - \$125

- 9. Psychotherapy / Counseling Sessions:** IDVR recognizes the benefits of additional training, education, and credentialing and has established the following payment policy for customer psychotherapy and counseling.

- a. Doctorate level licensed psychologist up to \$100.00 per session.

- b. Masters level clinician (to include LPC, LCPC, MSW, LCSW, and ACADC) up to \$80.00 per session.
- c. Bachelor's level counselor (CADC) up to \$40.00 per session.
- d. Group Counseling – IDVR also recognizes the importance of group counseling as a part of mental health restoration and as a supplement to customer counseling. The following payment policy has been established for group counseling (not to include family counseling). Group counseling up to \$25.00 per session.

The maximum that can be spent on any psychotherapy or counseling services is \$1,000.00 for the life of the case.

10. Medication and Medication Monitoring:

Maximum: 3 months of medication identified on an IPE with one additional month if needed for diagnostic purposes, ~~for a~~ total of 4 months, while customer applies for reduced cost or free medication programs provided by drug companies or other sources of comparable benefits.

Maximum: 5 sessions of medication monitoring identified on an IPE. This does not include the one follow-up that is part of the evaluation.

11. Dental Work: including but not limited to, fillings, extractions, crowns, and dentures. Dental Work would need to create an impediment to employment and must be appropriate to the identified employment goal.

Maximum: \$500 per case

12. Hearing Aids:

Maximum: \$1,000 per hearing aid. Cost must include insurance for free replacements for one year.

Audiologist exam: \$85.00 maximum

13. Transportation:

- a. Public conveyance (bus, van) – Actual cost of service
- b. Private vehicle not to exceed \$60 maximum per month within a 20 mile radius or up to a maximum of \$200 per month outside the 20 mile radius.
- c. Taxi Services – In areas without public conveyance, IDVR will not exceed \$60 maximum per month.

14. Car Repairs: Maximum: \$300 per case (except for cost of reasonable accommodation for disability). IDVR will not pay for customary general car maintenance (i.e. oil changes, tire rotations, ~~ete~~etc.).

15. Auto Insurance: Maximum six (6) months of auto insurance. VR will only pay necessary auto insurance required to cover the VR customer as a vehicle operator.

16. Vehicle Purchase:

Maximum: \$5,000

- IDVR does not purchase new vehicles (12.9).

17. Maintenance: Maintenance means monetary support provided to a customer for expenses, such as food, shelter, and clothing, that are *in excess* of the normal expenses of the customer and that are necessitated by the customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the customer's receipt of vocational rehabilitation services under an Individualized Plan for employment (IPE). (Ref 34 CFR Part 361.5 (35)).

NOTE: *Counselors cannot pay maintenance for those existing living costs that a customer would normally incur regardless of the customer's participation in a plan of vocational rehabilitation services.*

Maximum: \$2,000 total per Federal fiscal year.

18. Copy Fees:

Maximum: \$25 for a copy of records or reports.

19. Community Rehabilitation Programs (CRPs):

- a. Maximum hourly rate for community based services - \$47.80/hour.

Services purchased from CRPs are not subject to the allowable maximum for training and educational expenses.

Regional Manager RMs can approve exceptions to the following limits:

- All types of Job Site Development - maximum 40 hours per strategy.
- Community Based Work Evaluation (CBWE) – maximum 40 hours.
- ~~and~~ Community Based Work Adjustment (CBWA) – maximum 2540 hours.
- Placement & Follow Along (P&F) – maximum 15 hours.

- Community Supported Employment (CSE) Job Coaching – maximum 40 hours.

b. Maximum daily rate for in-house work evaluation, work adjustment - \$69.55/day.

20. Tools & Equipment:

Maximum: \$1,500 per case. Agency inventory tools and equipment will count towards the \$1,500 maximum. *The ~~VR counselor~~ VRC must always negotiate in the best interest of the agency on cost services and must get three bids, if vendors are available, on all durable equipment (reusable) value at ~~\$5300~~ or more.*

Tools will need to be required for training or employment and must be verified by the school or employer.

Exception: If there is a change in employment outcome, the customer must return the original tools to VR. After the tools have been returned, then VR may purchase new tools up to the \$1,500 maximum for the new employment outcome.

NOTE: *A Property Agreement must be secured on all durable equipment or reusable supplies that exceed ~~\$500150~~ in value.*

21. ~~On-The-Job~~ Training (OJT) Fees:

(See section 12.5 On-The-Job Training)

Maximum: \$3,000 for a salary of \$9.00 per hour and under; \$5,000 for a salary between \$9.01 - \$15.00 per hour; \$7,500 for a salary of \$15.01 or more. There is a 20 hour a week minimum.

- a. The ~~VR counselor~~ VRC must negotiate OJT fees based on:
 - Employer's cost to train the individual above the normal level of training
 - Level of technical skills required for job
 - Number of hours worked
- b. The Individualized Plan ~~for~~ Employment (IPE) and OJT Agreement must include:
 - Cost of training
 - Length of time (# of months)

~~VR counselor~~ VRCs are strongly encouraged to negotiate a decreasing payment schedule with the employer.

22. Computers including hardware and software:

Maximum: \$500 per case, except for disability related assistive technology.

23. Self-Employment Plans – (see Section 12.10)

24. Child Care:

Maximum: Up to \$300 per month per case.

25. Reimbursements for Fines:

IDVR will not pay for costs associated or incurred due to illegal behavior (fines, restitution, and reinstatements due to legal related suspensions).

26. Advanced Degree:

IDVR may assist with an advanced degree based upon the rehabilitation needs of the customer. (See section 12.5)

27. Typical exclusions from VR financial participation:

- a. Securing a private pilot's license
- b. Organ transplantation
- c. Surgery; Surgery may be provided if it is not the sole vocational rehabilitation service needed for the customer to return to work or to achieve an employment outcome.

IDVR will only cover the cost of surgery if it will substantially reduce functional limitations. It is highly practical and appropriate for the ~~VR counselor~~VRC to explore alternative employment opportunities with the customers that may negate the need for the corrective surgery. Such an alternative should accommodate the customer's functional restrictions and provide a level of income that would be comparable with potential earnings following a surgery.

NOTE: *When physical restoration services for customers who have a temporary disability, which will be eliminated by surgical care in an acute general hospital, is the only vocational rehabilitation service to be provided, and the condition is likely to be remedied by relatively routine medical intervention with no significant lasting effects, the RSA position is that such cases should be referred to other agencies. Such services should not be paid for under vocational rehabilitation auspices. – (RSA Position Paper, 3/28/80, Robert R. Humphreys, commissioner of RSA)*

28. No Shows:

If a customer does not attend an appointment and does not cancel or reschedule, the customer will be responsible for payment of any charges – not VR.

If VR authorizes for an interpreter to be present and the customer does not attend, VR will cover cost of the interpreter through administrative authorization.

Exception to Rate of Pay Policy:

The Rehabilitation Act of 1973, as amended, requires that IDVR have a policy that allows for exceptions to the Payment Policy, unless the exception would violate State or Federal laws. All exceptions will be reviewed on an individual case basis.

Exception to Rate of Pay Process:

To be considered for an exception, the ~~customer~~ and ~~VR counselor~~VRC should first seek approval from the ~~Regional Manager~~RM. ~~Regional Manager~~RMs have the authority to approve the exception as long the exception is not more than 50% of the service cap. Greater than 50% of the service cap will require the approval of the Chief of Field Services. The ~~Regional Manager~~RM shall submit the request for the exception in writing to the Chief of Field Services.

The request must include:

1. A description of the requested exception.

Detailed reasons why the customer, ~~VR counselor~~ VRC and manager (when appropriate) believe the exception is warranted. The Chief of Field Services (or Regional Manager RM when appropriate) will have ten (10) days from the date of receipt of the request to make a decision. If the request is approved, written notification will be sent to the Regional Manager RM (when appropriate) and this will be placed in the case file.

The Chief of Field Services reserves the right to deny any request.

If a request for exception is denied, the customer must be informed of the reason why and of his/her right to appeal the decision within ten (10) days of notification of the denial.

Reasons for Exception:

The items listed below are not all inclusive, but do contain the major reasons that will be considered in determining if an exception to policy will be granted. Financial need alone is not always sufficient grounds for ~~asking for~~ requesting an exception. While a customer may present one or more of these reasons for an exception, ~~VR counselor~~ VRCs should use discretion in requesting an exception. It is sometimes the nature and scope of the reason and not the number of reasons that may justify the exception.

1. The need is disability related.
2. The customer has used all sources available; including his/her own financial contribution, as well as all available Federal Financial Aid in post-secondary training situation, insurance, Medicaid, Medicare, and other resources typically used by persons without disabilities.
3. Changes in circumstances resulting in loss of income or support making previously available resources unavailable.
4. Service is not available, in certain geographical locations of the sState, within the Payment Policy maximums.

12.3 Counseling and Guidance

~~Idaho Division of Vocational Rehabilitation~~ (IDVR) recognizes that vocational counseling and guidance is the key element in the rehabilitation process in that it is the method ~~for~~ involving the customer and significant others in that process. It begins when the customer contacts the agency and does not end until closure as successfully rehabilitated ~~ion~~ or through the completion of the post-employment period.

Vocational counseling and guidance, including referral and placement, are essential VR services provided by the ~~VR counselor~~ VRC throughout the rehabilitation process. This is the *primary service* in the VR plan.

Counseling, guidance and placement should be an integral part of every IPE regardless of other services because it is the best method of coordinating services and maintaining a good working relationship with the customer. This is also the method used by the counselor to facilitate customer input. The ~~VR counselor~~VRC gathers the necessary information for providing vocational counseling and guidance services from a wide variety of sources, including, but not limited to:

- A. Medical and psychological information.
- B. Vocational evaluation information including labor market information, job analysis, aptitude and interest information, situational assessments and trail work experiences.
- C. Analysis of transferable skills.
- D. Rehabilitation technology, including rehabilitation engineering.

Counseling will address vocational and personal adjustment issues that are creating barriers to the customer obtaining and maintaining employment.

Counseling will be provided in a respectful manner encompassing the core conditions of helping. These will include unconditional positive regard, genuineness and congruence. Counselors will always maintain a professional demeanor and not allow counseling issues to become personal. Counselors are to follow the canons of ethical behavior and practice outlined by the Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics.

Counseling services must be provided in every case but will vary depending on the needs and complexities of each individual customer. Frequency of guidance and counseling contacts is determined at plan development and included on the IPE. Case notes will reflect contact and content of meetings. *A monthly summary of guidance and counseling activities is the agency "best practice" norm for recording progress.*

12.4 Physical and Mental Restoration Services

These are services necessary to correct or to substantially modify a physical or mental condition that is stable or slowly progressive. *Before medical restoration is provided, there must be documentation that the clinical status of the customer is stable or slowly progressive and the service is a requirement for the customer's successful employment. The medical consultant shall review the record to insure the adequacy of medical information, advice on the service requirement, educate the counselor on the procedure and required follow-up, and provide any necessary liaison with medical community.*

Current maximum financial contributions by IDVR for specified services can be found in the "Payment Policy" section 12.2 of the manual (See also section 12.2 ~~subsection~~ "Typical Exclusions" and section "Comparable Benefits"). For all other services listed below, IDVR will pay the prevailing "Usual and Customary" charges after a comprehensive assessment of potential or available comparable benefits and resources has been conducted.

12.4.1 Concurrent Acute or Chronic Conditions Arising from Physical or Mental

Restoration: Services necessary to assist with acute treatment or care for a condition associated with or arising from physical and mental restoration services that are on the IPE. Comparable benefits will always be explored prior to authorization of this service. *The medical consultant should be utilized to determine the medical rationale for such services whenever possible.*

These services should be provided in the least intensive medical environment appropriate.

In the case of a chronic condition which does not appear to be resolving in a reasonable amount of time, consultation with the medical consultant should be used to determine whether a case should be closed.

12.5 Training Services

12.5.1 Disability related trainins Services

Disability related services include, but are not limited to: orientation and mobility, rehabilitation technology, speech reading, sign language, and cognitive training/retraining.

12.5.2 Post-Secondary Training

Post-Secondary training is provided when necessary to become a competitive applicant for an agreed upon IPE goal that reflects the customer's interests and informed choice to the extent that those factors are consistent with a customer's strengths, resources, priorities, concerns, capabilities and abilities. IDVR may support graduate study when the customer's employment objective is otherwise unachievable.

Prior to providing post-secondary training, comparable benefits shall be determined. The customer is required to complete and submit for processing the Free Application for Federal Student Assistance (FAFSA). The resulting Student Aid Report (SAR) and Financial Aid Award Letter will determine the Federal grant awards available that are to be applied to tuition, books and fees. Proof of financial award status *is required to be placed* into the record of services for all customers sponsored in post-secondary education by IDVR for training and degrees that are eligible for grants. Examples of proof include; the SAR, Financial Aid Award Letter or Post-Secondary Institution Student Budget, Compromise and Release documents from Worker's Compensation.

All non-merit scholarships and grants to be applied to tuition, books and fees as a first dollar source, prior to the consideration of expenditures of IDVR funds. Merit based funding may be applied to any legitimate college costs as determined by the customer, with no comparable benefit test required.

When IDVR has a joint case with another VR agency (Veterans Administration, Tribal Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, or another state VR agency) the sharing of case cost shall be done in a way that multiple agencies are not paying for the same service.

The FAFSA Expected Family Contribution, Student Contribution, Work Study and other grants must be considered in meeting the financial needs of the customer's post-secondary education to the maximum extent possible.

Customers are required to submit an application for FAFSA whether or not they believe they are eligible for funding. *This process should occur along with the verification of determination of eligibility/ineligibility for financial aid prior to IDVR developing an Individualized Plan of Employment (IPE) and participating in financial assistance for a post-secondary education.*

12.5.2.1 Out of State Training

Out-of-State Post-Secondary Education

- a. If the VR customer must attend an out-of-state institution because the course of study is not offered within the state of Idaho, please see section 12.2.
- b. If the course of study is offered in-state, but because of the additional costs caused by the accommodation for disability, it would be more cost effective for the agency to have the customer attend the out-of-state educational institute, see section 12.2.
- c. If the customer chooses to attend an out-of-state institution when comparable training is clearly available in the state, see section 12.2.

12.5.2.2 Progress Measures

Customers must maintain a term and cumulative grade point average that meets the school's academic requirements, program entry requirements, or a minimum of 2.0 GPA whichever is higher and must demonstrate timely progress towards meeting the goal of the IPE. The VR financial participation towards schooling may be paused if academic progress is such that the customer will not qualify for entry into the program stated on their IPE.

If the customer is placed on academic probation, or does not meet the standards stated above, s/he has one grading period in which to attain good standing. IDVR financial participation will terminate after that grading period until the customer achieves good standing.

If a customer does not pass a course(s) or withdraws following the designated drop period for the post-secondary institution, she/he is responsible to cover costs to repeat the course(s). *This understanding should be documented on the IPE that supports the training services.*

If a customer take an incomplete, she/he is responsible to complete the course(s) as designated by the institution and may be responsible to pay for the repeat of the course(s) *based upon whether or not active participation in the original coursework was demonstrated as agreed upon in the IPE. Disability-related interruptions will serve as justification for an incomplete, but should be carefully assessed to determine the feasibility of extending a particular program.* If a customer is unable to complete a course(s) due to a disability related issue, IDVR may assist in coordinating with the institution to resolve the matter (examples: finances, withdrawals, incompletes, etc.).

IDVR post-secondary educational support will cease if the customer has an expulsion for academic dishonesty.

12.5.2.3 Loan Defaults

VR funds may not be utilized to pay for post-secondary education if a customer has defaulted on a State or Federal student loan. If a good faith effort is being made [to come out of default status](#), VR funding may be available. The [U](#)niversity or [C](#)ollege [F](#)inancial [A](#)id office may be able to assist in unusual circumstances. Additional information can be obtained at the U.S. Department of Education website <http://studentaid.ed.gov>, section “Repay Your Loans.”

12.5.2.4 Loan Deferment

Consumers may be eligible for temporary suspension of loan payments during specific conditions such as, returning to school, unemployment, disability, or military service. Additional information may be sought through the Financial Aid Office at the school the student plans to attend.

12.5.2.5 On-the-Job-Training (OJT)

An OJT is for a customer that is hired by an employer that needs specific training to achieve the employer’s expectations. On-the-job training requires the completion and signing of the IDVR OJT Agreement between the customer, counselor, and employer, which states the hourly wage, the specific training needs, responsibility for Workers’ Compensation coverage and any other conditions of employment. IDVR pays a training fee for OJT, not reimbursement or wages.

12.6 Benefits Counseling

Benefits counseling includes an informed discussion of the customer’s benefits, employment status, consideration of work incentives, and the impact on existing or potential benefits a change in employment may create. All social security recipients should receive benefits counseling services.

12.7 On-the-Job-Supports

On-the-job-support services are provided to a customer who has been placed in employment in order to stabilize the placement and enhance job retention. Such services include; job coaching, follow-up and follow-along, and job retention services.

12.8 Job Placement of Customers

All customers have the obligation to be involved in their own job search activities to the fullest extent possible. The customer and the ~~VR counselor~~ [VRC](#) will work together to identify the supports necessary for job search and placement. Some of the job search activities could include:

- Communication and presentation skills.
- Gaining access to and using information.
- Introducing customers to specific programs such as job centers.
- Gaining networking skills.
- Use of online job search and applications.
- Community Rehabilitation Provider (CRP) services.

- Providing information around Federal and State employment opportunities.

IDVR does not pay fees to private staffing/employment agencies.

12.8.1 Community Rehabilitation Providers (CRPs)

Community Rehabilitation Providers may be used to assist a customer as they prepare to obtain or maintain employment. CRP services may only be provided if they are agreed to by customer, ~~VR counselor~~VRC, and CRP. The CRP services should be consistent with the customer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and be the informed choice of the customer. Potential employers contacted by the CRP should be informed of the CRPs contractual relationship with IDVR. If workplace accommodation or assistive technology needs are identified for a customer, IDVR staff will be involved in addressing the accommodation needs with the employer (this is not referring to job coaching accommodations).

If services are contracted out to a CRP:

1. The customer and ~~VR counselor~~VRC will review the available list of CRP vendors and the services offered by each and will make a selection. This process should be noted as "customer choice" when documenting the choice of the CRP vendor and services to be provided. The customer will sign an information release form authorizing communication between the selected vendor and IDVR.
2. The customer and ~~VR counselor~~VRC will contact the CRP to discuss required services, negotiate and agree upon time frames and costs.
3. The ~~VR counselor~~VRC will submit referral information necessary for the CRP to provide the agreed upon services.
4. The customer, ~~VR counselor~~VRC, and CRP will have a staffing prior to initiating services (this staffing can be by phone or in person).
5. The ~~VR counselor~~VRC and customer will develop and agree to regularly scheduled contacts while receiving CRP services (minimum once a month).
6. The customer, ~~VR counselor~~VRC, and CRP will mutually agree upon frequency of contacts to monitor progress, quality, and duration of services provided.

Employers should be educated with regard to the fact that a person eligible for vocational rehabilitation services under ID. Title 33, Chapter 23, Idaho Code and the Administrative Rules of IDVR, who is placed with an employer through the authorized services of a CRP for community-based evaluation, community-based work adjustment or community supported employment (CSE) training is covered for liability purposes through the Worker's Compensation Insurance carried by the CRP unless an actual customer has actually been hired by a targeted employer prior to the provision of authorized services.

12.8.2 Schedule A Appointing Authority in the Federal Government

5 CFR 213.3102 (t) (cognitive impairment), (u) (severe physical disabilities), and (gg) (psychiatric disabilities) are combined into one streamlined authority, 5 CFR 213.3102 (u). This authority is used to appoint persons who are certified that they are at a severe disadvantage in

obtaining employment because of disrupted employment due to hospitalization or outpatient treatment for the severe disabilities listed above.

Appointment and Certification Process

IDVR can assist customers with disabilities (whether IDVR customers or not) in completing the Schedule A process. Information on how to assist customers with disabilities with the Schedule A process can be found at:

www.eeoc.gov/eeoc/initiatives/lead/upload/abc_applicants_with_disabilities.pdf or http://www.opm.gov/disability/appointment_disabilities.asp

12.8.3 Alternative Hire Process for Employment with State Government

Within the IDAPA rules (15.04.01) of the Division of Human Resources and Idaho Personnel Commission exists the provisions and protocol entitled: 097 “Alternative Examination Process for Persons with Disabilities,” under this rule:

1. The ~~VR counselor~~VRC determines the need for the Alternative Hire process by documenting that the customer cannot competitively compete for the job due to a disability(ies).
2. The ~~VR counselor~~VRC determines that the customer meets the criteria for the alternative hire program.
 - Disability limits one or more functional areas.
 - The customer meets the qualifications of the class.
 - The customer lacks competitiveness in the normal hiring process due to disability.
3. The ~~VR counselor~~VRC will complete the Application for the Alternative Hire Program Form. Include a letter to Idaho Division of Human Resources (DHR) explaining why the customer cannot compete through the normal examination process due to his/her disability. The examination process includes application, testing, and interviewing.
4. The ~~VR Counselor~~VRC will staff the case with the Regional ManagerRM for approval. The Regional ManagerRM will subsequently forward the application to the VR Administrator for final approval.
5. IDVR Administrator approves/disapproves. If approved, the application will be forwarded to the Administrator of the Division of Human Resources for final review.
6. Upon approval from DHR, the ~~VR counselor~~VRC proceeds with the Alternative Hiring Process to the hiring authority.

Note: This process requires the use of the “Alternative Hire Application.”

12.9 Vehicle Purchase

Vehicle purchase may be provided if it is not the sole vocational rehabilitation service needed for the customer to return to work or to achieve an employment outcome. The vehicle purchased

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will be only at a level to meet the vocational rehabilitation need of the customer. If the customer desires a vehicle above and beyond the level of vehicle needed to meet the vocational rehabilitation need they will be required to pay the cost difference between the two. This amount would not count towards the customer's financial participation requirements and IDVR will not be party to associated financial obligations.

Purchase of vehicles for a customer is allowable only when the occupation of the customer will require a vehicle as occupational equipment. The agency may not purchase a vehicle for a routine need for transportation to and from a place of employment.

The vehicle will be purchased after all other aspects of the IPE necessary to achieve the employment goal have been completed.

Vehicle purchases require approval from the Regional Manager ~~RM~~ and Chief of Field Services prior to agreeing to the purchase for the customer. The ~~VR counselor~~ VRC will be required to document responses to the following:

- How the purchase is essential to the achievement of a successful employment outcome.
- Whether the vehicle is required as a condition for employment or why it is needed to achieve an employment outcome.
- An explanation of the transportation alternatives explored and the reason(s) these options will not meet the customer's needs.
- A summary of other resources explored, such as insurance, a PASS Plan for customer receiving SSI/SSDI, or other sources, and how these resources will be utilized.
- The customer's disability is stable or slowly progressive and is not likely to impair his or her ability to drive in the foreseeable future.
- If the customer has a known pattern of alcohol or drug abuse within the past 5 years, whether in remission or not, a complete and current drug/alcohol evaluation included.
- An abstract of the driver's complete driving record obtained from the Department of Motor Vehicles. Citations other than parking tickets and minor traffic offenses may impact approval.
- Current Idaho driver's license of the person who will be driving the vehicle.
- Verification of customer's driving capacity as demonstrated through modified driving assessment or significant demonstrated safe driving history under current functional capacities.
- Verification of the customer's financial ability to pay for the fuel, license and registration, insurance, and vehicle maintenance. This will require an insurance quote appropriately reflecting vehicle usage. Additionally, the customer will have to develop a

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plan for how they will replace the vehicle in the future as part of the feasibility review. If the customer does not have a method to replace and/or repair the vehicle if an accident occurs, the customer will show the ability to provide comprehensive insurance.

- The type of vehicle being considered (estimated price range and any special considerations). IDVR does not purchase new vehicles or vehicles that require above an Idaho Class D operator's license.

Note: IDVR does not purchase vehicles to address geographical or other barriers that are not disability related.

Following the decision to purchase the vehicle:

- Must follow all state and IDVR purchasing guidelines.
- IDVR will only authorize purchase vehicles from licensed dealerships.
- An inspection of the vehicle prior to purchase from a qualified mechanic is required. Also, obtaining a Car Fax is required.
- The vehicle title will be granted to the customer upon proof of insurance and all appropriate licensing (a tool agreement is not required).
- Every six (6) months the customer must show proof of insurance and maintenance until case closure.

IDVR has no further obligation to purchase any future vehicles due to customer negligence.

12.10 Self-Employment Policy

Introduction

The primary goal of the ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ is to assist the customer in attaining a suitable competitive employment outcome that results in financial self-sufficiency. Self-Employment is one option that may be considered to assist the customer in selecting a vocational goal.

The impediment created by the customer's disability must be addressed in the overall comprehensive assessment leading up to Individualized Plan of Employment (IPE).

The successful self-employment enterprise is operated by a participant who can demonstrate an array of skills and abilities, including; organization, business and financial management, marketing and other talents, as well as, knowledge and expertise in the goods or services being produced. These may be accomplished through natural supports or other resources and would need to be included in the self-employment plan. It is essential that the participant is well informed of potential risks and that efforts are made to minimize those risks.

A vocational evaluation/career exploration may be used as a method of assisting the customer and ~~VR counselor~~ VRC in deciding if self-employment is a possible viable option. Vocational evaluators have a variety of instruments, work samples, inventories and other strategies to use in providing feedback and information related to self-employment.

There may be a need for VR services prior to a commitment from IDVR on a self-employment plan. It could be appropriate for IDVR to assist a customer in services, such as training needed for certain skills or business knowledge before the decision is made by the customer and ~~VR counselor~~[VRC](#) to pursue the development of a business plan.

IDVR values self-employment as a viable vocational outcome. Self-employment is presented by the ~~VR counselor~~[VRC](#) within the repertoire of vocational options and may be considered by customers and ~~VR counselor~~[VRCs](#) as they work toward the development of an appropriate vocational goal.

IDVR supports active, not passive or speculative, self-employment goals.

General Self-Employment Process and Flow Chart

The following steps will be required for all self-employment. The nature and extent of activities within each step will vary by the type and complexity of the self-employment business goal.

- 1. Assessment of Customer's Appropriateness for Self-Employment**
- 2. Writing an IPE – Developing a Business Plan**
- 3. Amending IPE - Implementing the Business Plan**
- 4. Closure of Self-Employment Case**

Definitions

- a. Business Plan** – A detailed outline of the business description, objectives, organization, product or service description, summary of Customer qualifications, analysis of the potential business environment and market, management and organizational structure, and financial plan.

The level of detail required for the various components of the business plan will vary depending upon the type of self-employment being pursued.

- b. Contracting and Sub-Contracting** – When the VR customer works with a company under a limited or contract basis for either short or long term employment, but is not a company employee. There are some types of employment goals that could be ~~sub~~[sub-contractors](#) or a standalone business. Examples of likely contracting and sub-contractors opportunities include but are not limited to:

- Realtor
- Construction trades
- Cosmetology, nail tech, and hair stylist
- Paper delivery
- Tattoo artist

This is a type of start-up self-employment that will often be processed as a low cost, low risk, low complexity self-employment plan.

- c. Continued Self-Employment** – Employment where the VR customer is presently or recently (within the last year) engaged in a *successful* self-employed business as identified by the customer and feasibility of the business is recognized by IDVR. In this

scenario, the IPE services will address *disability related barriers* to employment. IPE will be written as maintaining employment.

Any capitalization of the business will require the use of low cost/low risk/low complexity, complex, or supported self-employment strategy.

d. Feasibility Analysis – Provides an in-depth analysis of the business concept, the market, the financial investment and income potential. In addition, the feasibility analysis considers:

- Financial resources, skills and history of the customer as it relates to successfully operating a small business
- The need for customer training
- The availability of strong support network for long-term business success
- The need for a comprehensive business plan
- The likelihood of sustainability in a reasonable amount of time (what is a reasonable amount of time will likely vary by the type of self-employment)

The feasibility analysis offers the ~~VR Counselor~~ [VRC](#) and customer a comprehensive, objective evaluation of the strength of the proposed self-employment venture.

e. Forms of Organization - refers to the way the individual legally organizes the business

i. *Sole Proprietorship* - one person who owns the business alone, but may have employees. She/he will have unlimited liability for all debts of the business, and the income or loss from the business will be reported on his or her personal income tax return along with all other income and expense she/he normally reports (although it will be on a separate schedule).

ii. *Corporation* – requires a legal filing with the Internal Revenue Service for corporate status. Corporate organization provides limited liability for the investors. Shareholders in a corporation are obligated for the debts of the corporation; creditors can look only to the corporation's assets for payment. The corporation files its own tax return and pays taxes on its income.

- VR customers who legally organize their businesses as a corporation, and are employed by their corporation may be eligible while in the ~~start-up~~ [startup](#) phase of operations.

iii. *General and Limited Partnerships* – two or more individuals, one of which is a customer of IDVR with the controlling share (see Eligibility Requirements for Self Employment).

iv. *Limited Liability Company* - limited liability for all of its members (business partners), with the IDVR customer as the controlling member.

f. Hobby - customers identifying business-related goals that indicate a business activity that is:

- Operated for recreation and/or pleasure.
 - Not projected to be profitable.
 - Not seeking profitability.
 - Neither operating nor carrying on activity in a business-like manner.
 - Not depending on activity for livelihood.
- g. Low Cost / Low Risk / Low Complexity Self-Employment** – A comprehensive business plan is not required if a feasibility analysis report indicates the business concepts represents a (1) low cost (under \$5,000) total cost of anticipated self-employment start-up, (2) low risk (strong likelihood of success) and (3) low complexity (few and clearly identifiable barriers to self-employment). Examples of self-employment ventures that may not require a comprehensive business plan include:
- A VR customer is already self-employed and has demonstrated skills and abilities to successfully manage the business, and VR services are needed to retain employment due to a disability-related condition.
 - The VR customer has previous experience being self-employed in the same or similar field and start-up needs are minimal.
 - The VR customer has skills and experience in a trade and needs minimal training and services for startup, such as, lawn care, pressure washing, window washing, and bookkeeping.
 - A VR customer has experience or training in a trade and will lease space or sub-contract with an existing business and pay their own taxes, i.e., massage therapist, manicurist, cosmetologist, real estate agent.
- h. Complex Self Employment** – All self-employment plans that do not meet the criteria for low cost/low risk/low complexity, continued self-employment or supported self-employment fall under this category.
- i. ~~Multi Level~~Multi-Level Marketing** – As a marketing strategy, in which a person is compensated not only for sales they personally generate, but also for the sales of others they recruit into a business venture, creating a “down line” of distributors and a hierarchy of multiple levels of compensation.
- j. Natural Supports** – Long term supports provided by individuals naturally invested in the success of the VR customer (family and friends).
- k. Startup Self-Employment** - refers to an employment outcome in which a customer works in a business that she/he starts, owns, operates, and manages with the intention of being profitable.
- l. Supported Self-Employment** – refers to an employment outcome in which a customer works in a business that she/he owns, operates, and manages with natural or long term supports, with the intention of being profitable.

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Eligibility Requirements

Participation in self-employment or supported self-employment as a vocational goal requires that:

1. The business venture is, at a minimum, 51% owned, controlled and managed by the IDVR customer. For those in supported self-employment, some IDVR customers may require the assistance of a guardian or conservator in controlling or managing a business.
2. Businesses must be organized as Sole Proprietorships, Corporations, General and Limited Partnerships, and Limited Liability Companies, as noted in Definitions-Forms of Organization.
3. The business venture is considered legal in all jurisdictions in which it operates (Federal, Tribal, State and local Governments). This includes business and other necessary licenses.
4. The business venture is accurately reporting to appropriate government agencies, including the Internal Revenue Service and State taxing agency or other applicable
5. State or local authorities.
6. The business venture is organized as a for-profit entity.

Financial Participation Requirements

Social Security beneficiaries are not required to financially participate towards the cost of their self-employment plan.

IDVR customers have a variety of sources to obtain their portion of the business costs. Some of these include:

- Investment of funds from microloans;
- Commercial and consumer loans;
- Loans from family;
- Forgivable loans;
- Equity grants;
- Equipment critical to the business operation;
- Inventory;
- Supplies;
- Facility (including fair value of existing facility in which the business will be operated)

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- a. In consideration of the business start-up capitalization noted in the Business Plan, financial participation by IDVR and VR customer for the entirety of the self-employment plan, per case is as follows:

<u>Business Capitalization</u>	<u>Maximum IDVR Financial Assistance</u>	<u>Minimum Customer Participation</u>
Under \$2,500	100%	0%
\$2,501 to \$5,000	80% of startup capital	20%
\$5,001 to \$7,500	70% of startup capital	30%
\$7,501 to \$10,000	60% of startup capital	40%
\$10,001 and up	50% of startup capital	50%

If IDVR's portion for business start-up and capitalization is more than \$10,000, the Chief of Field Services must provide approval.

- b. Financial participation will not be required for IDVR investment in:
- Training and technical assistance.
 - Accommodations necessitated by the customer's disability in order to participate in training, technical assistance or in consideration of financial assistance.

Limitations and Restrictions

Financial assistance for business start-up capitalization does not include:

1. Funding for speculative real estate development.
2. Deposits that are refundable to the customer or business.
3. Cash.
4. Salary or benefits for the customer, partners in ownership, or any employees of the business.
5. Purchase of real estate.
6. Erection of buildings.
7. Inventory or business supplies that include tobacco, firearms or alcoholic beverages.

8. Refinancing of existing debt – business or personal.
9. Business continuation expenses subsequent to the initial start-up costs.
10. IDVR does not support a customer hobby as a self-employment goal.

Self-employment involving payment for registration, legal services, patents, trademarks, copyrights, or franchise fees require an exception to policy approved by the Chief of Field Services.

Multi-Level Marketing plans are often similar to illegal pyramid schemes; therefore, ~~VR~~ ~~counselor~~ VRCs are cautioned about supporting self-employment businesses with a multi-level marketing structure. Support for multi-level marketing businesses may be appropriate when the emphasis is on sales by the VR customer versus recruitment of down line distributors.

Types of Self-Employment

A. Start-up Business

a. Low Cost / Low Risk / Low Complexity Business Plan

I. Role of IDVR

When working with customers expressing an interest in self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of self-employment services supported by the agency.
- Assist the customer in information gathering and assessment in deciding whether self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal.
- Reduce or eliminate barriers to self-employment created by the disability.
- May authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer and external technical assistance to evaluate the feasibility of the business.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

II. Role of the IDVR Customer

Customer responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This may include gathering information, market feasibility, and likelihood of financial sustainability. This may include; collaboration with technical assistance.
- Writing the business plan with or without technical assistance and approval by the ~~VR counselor~~ [VRC](#).
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.
- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the agency for post star-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

III. Assessment of IDVR Customer's Appropriateness for Self Employment

- Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business.
- Ensure the viability of self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.

- Examination of the customer’s financial goals related to self-employment should include consideration of issues such as impact on government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

IV. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer’s appropriateness for self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. Customer Training and Technical Assistance:

- Customers may be expected to attend training and participate in technical assistance services related to self-employment. This could include options such as; training and technical assistance on subjects such as: exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing.
- Customers may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR to determine whether or not to participate in capitalizing the business venture.

- A basic Business Plan must be written and approved to the satisfaction for the ~~VR counselor~~VRC.
- The customer will prepare the Business Plan with or without external technical assistance from a service provider experienced in business plan development.
- Benefits counseling may be provided with a focus on the projected impact of revenues and expenses as noted in the Business Plan.

3. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the Agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

- The counselor will review the plan for completeness according to the components listed in the definition of a Business Plan.
- All low cost/low risk/low complexity self-employment plans will be reviewed by the customer and the ~~VR counselor~~VRC.
 - a. If the customer and IDVR agree, then the ~~VR counselor~~VRC and customer proceed to amend the IPE to initiate the self-employment plan.
 - b. If the customer and IDVR agree, that revisions are needed the customer proceeds to revise the plan with or without technical assistance.
 - c. The customer may decide not to proceed with the identified business goal. If so, the customer and the ~~VR counselor~~VRC proceed with developing a new IPE goal (this may or may not be a different self-employment option).

V. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer and the ~~VR counselor~~VRC an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.
2. Identifying specific VR services, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.

3. Identifying necessary training and technical assistance needed to implement the plan.
4. Identifying post start-up support services that may be needed.
5. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
 - Withdrawal of IDVR support of the business and reassess other VR options.
 - Proceeding with case closure.

VI. Closure of Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.

Equipment provided for the self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR counselor~~[VRC](#) proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

b. Complex Business Plan

I. Role of IDVR

When working with customers expressing an interest in self-employment the primary role of IDVR is to:

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- Provide relevant information regarding the availability of self-employment services supported by the Agency.
- Assist the customer in information gathering and assessment in deciding whether self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal.
- Reduce or eliminate barriers to self-employment created by the disability.
- Authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer and external technical assistance to evaluate the feasibility of the business.
- Assist in identifying resources for the capitalization of the business plan.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

II. Role of the IDVR Customer

Customer responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This includes conducting research, gathering information, market feasibility, and likelihood of financial sustainability. This may include collaboration with technical assistance.
- Writing the business plan with or without technical assistance.
- Researching the availability of financial resources.
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.

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- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the Agency for post start-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

III. Assessment of IDVR Customer's Appropriateness for Self Employment

- Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business.
- Ensure the viability of self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.
- The customer has attended a training session, such as the Small Business Development Center's "Exploring Entrepreneurship" or another comparable program, to evaluate the advantages and disadvantages of business ownership and explore self-employment preparedness from a personal perspective.
- Examination of the customer's financial goals related to self-employment should include consideration of issues such as, impact on Government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.
- Conduct a preliminary assessment of various funding sources for business capitalization. The customer's expectations relative to the financial support she/he anticipates/expects from IDVR should be discussed at the onset. It is important that the customer understands that *IDVR will not be the sole source of startup capitalization and that any funding allocated to the start-up of the business will be consistent with IDVR policy related to financial participation.*

IV. Assessment of the Feasibility of the Business Concept

Customers may be referred to outside resources for assistance in examining the concept, market and financial feasibility of the business. If the business idea is deemed feasible, the information developed at this stage will provide some of the basic data that will be used in completing the Business Plan to be written later.

Testing the feasibility of the business idea should be formalized through a written Feasibility Assessment documenting the following:

- **Concept Feasibility:** Clear description of the business idea; customer's background related to the business concept including education, training, direct experience and transferable skill sets; a summary statement identifying issues of concern regarding the feasibility of the concept; and a recommendation as to whether the business concept is feasible.
- **Market Feasibility:** Geographic description of market area; description of

competitors working in or marketing to potential customers in geographic area; definition of target markets including size and scope of each market; zoning issues/requirements for establishing a business at intended location.

- Financial Feasibility: Capitalization requirements (start-up funding not to exceed 6 months) consistent with the individual's business concept; identification of resources for start-up funding and ongoing capitalization. Twelve (12) months of projected sales/expenses may be included, when appropriate.

V. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. IDVR Customer Training and Technical Assistance:

- All customers will be expected to attend training, when available, and participate in technical assistance services related to self-employment. This could include options such as; training and technical assistance on subjects such as: exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing. *Exceptions to the above requirement may be made with supervisory approval in limited circumstances.*
- Customers may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR, banks, micro lenders, and other funding organizations to determine whether or not to participate in capitalizing the business venture.

- A comprehensive Business Plan will be required for all complex self-employment goals. The content for a comprehensive Business Plan is a thorough assessment of all the components listed in the Business Plan definition.
- The customer will prepare the Business Plan with or without external technical assistance from a service provider experienced in business plan development.
- Benefits counseling may be provided with a focus on the projected impact of revenues and expenses as noted in the Business Plan.

3. Explore and Apply for Resources Available From Other Sources:

IDVR customers pursuing self-employment are required to explore funding from sources other than IDVR. These may include microloans, commercial and consumer loans, loans from family, forgivable loans, equity grants, and work incentives for Social Security recipients including Plans to Achieve Self Support (PASS) and personal property (inventory and equipment) essential to the operation of the business. If the business plan is approved and the IPE is amended, the customer will apply for other resources necessary to implement the business plan.

4. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

- The counselor will review the plan for completeness according to the components listed in the definition of a Business Plan.
- The business plan is submitted for technical assistance and feasibility review by an outside consultant (approved by the ~~VR counselor~~[VRC](#) and customer) with experience in business development.
- All complex self-employment plans will be reviewed by a self-employment team. The self-employment team will include the customer, ~~VR counselor~~[VRC](#), [Regional Manager RM](#), at least one outside consultant, and other individuals as appropriate.
 - a. If the customer and IDVR agree, based on the feedback from the self-employment team, then the ~~VR counselor~~[VRC](#) and customer proceed to amend the IPE to initiate the self-employment plan.
 - b. If the customer and IDVR agree, based on the feedback from the self-employment team, that revisions are needed, the customer proceeds to revise the plan with or without technical assistance.

c. If the customer does not agree with the recommendations from the self-employment team the customer may choose to follow the appeal process. (See Section 4.0)

d. The customer may decide not to proceed with the identified business goal. If so, the customer and the ~~VR counselor~~ VRC proceed with developing a new IPE goal (this may or may not be a different self-employment option).

VI. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer and the ~~VR counselor~~ VRC an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.
2. Identifying specific VR services, resources, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
3. Identifying necessary training and technical assistance needed to implement the plan.
4. Identifying post start-up support services that may be needed.
5. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
 - Withdrawal of IDVR support of the business and reassess other VR options.
 - Proceeding with case closure.

VII. Closure of Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.

Equipment provided for the self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR~~ [counselor/VRC](#) proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

B. Supported Self Employment

a. Role of IDVR

When working with customers expressing an interest in supported self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of supported self-employment services supported by the agency.
- Assist the customer in information gathering and assessment in deciding whether supported self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal and the nature and level of support required (Examples: guardians/family members, targeted service coordinator, psychosocial rehabilitation provider, Medicaid broker, SSA payee).
- Reduce or eliminate barriers to supported self-employment created by the disability.
- May authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer, support team, and external technical assistance to evaluate the feasibility of the business.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

b. Role of the IDVR Customer with their Support Team

Customer and support team's responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This may include gathering information, market feasibility, and likelihood of financial sustainability. This may include collaboration with technical assistance.

- Writing the business plan with or without technical assistance and approval by the ~~VR counselor~~[VRC](#).
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.
- Identifying the areas within self-employment that need ongoing support and identify the specific individuals or resources that will provide that support.
- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the Agency for post start-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

c. Assessment of Customer's Appropriateness for Supported Self Employment

- A. Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to supported self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business with adequate support systems.
- B. Ensure the viability of supported self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.
- C. Examination of the customer's financial goals related to supported self-employment should include consideration of issues such as: impact on Government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

I. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a supported self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of supported self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for supported self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. IDVR Customer Training and Technical Assistance:

- Customers may be expected to attend training and participate in technical assistance services related to supported self-employment. This could include options such as; training and technical assistance on subjects such as exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing.
- Customers may require business specific skill training or support to eliminate gaps for the operation of the business.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR to determine whether or not to participate in capitalizing the business venture. If the supported self-employment plan meets the criteria for a complex self-employment plan refer to the business plan development for complex self-employment plan. If the supported self-employment plan meets the criteria for low cost/low risk/low complexity plan refer to the business plan development for low cost/low risk/low complexity plan.

3. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the Agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

If the supported self-employment plan meets the criteria for a complex self-employment plan refer to the business plan review for complex self-employment plan. If the supported self-employment plan meets the criteria for low cost/low risk/low complexity plan refer to the business plan review for low cost/low risk/low complexity plan.

II. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer, support team, and the ~~VR counselor~~ [VRC](#) an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.
2. Identifying specific VR services, cost, and vendors need to implement the supported self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
3. Resources to provide long term support (Extended Employment Services, Medicaid waiver, private pay, or natural supports) are identified and secured.
4. Identifying necessary training and technical assistance needed to implement the plan.
5. Identifying post start-up support services that may be needed.
6. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of supported self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
 - Withdrawal of IDVR support of the business and assess other VR options.
 - Proceeding with case closure.

III. Closure of Supported Self-Employment Case
1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.
- Verification of necessary long term supports.

Equipment provided for the supported self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR counselor~~ VRC proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

C. Continued Self-Employment:
I. Writing IPE

1. Prior to completing the IPE, a comprehensive assessment must be completed.
2. Identify specific VR services, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
3. Identify necessary training and technical assistance needed to implement the plan.
4. Identify post start-up support services that may be needed.
5. Identify the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).

- Withdrawal of IDVR support of the business and assess other VR options.
- Proceeding with case closure.

II. Closure of Continued Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment.

Equipment provided for the continued self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR~~ ~~counselor~~ VRC proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the continued self-employment plan, consistent with Section 13 of the policy.

12.11 Effective Communication Services for Customers with Sensory Impairments

IDVR can provide interpreter services and note taking services for customers who are deaf, including tactile interpreting for customers who are deaf-blind; reader services, rehabilitation teaching services, note-taking services and orientation and mobility services for customers who are blind; telecommunications, sensory and other technological aids and devices.

Note: *If the customer is enrolled in an academic/technical training program at an institution that receives Federal financial support, the institution will be responsible for the provision of interpreter services within the classroom or formal training environment i.e., outside the classroom, but mandated or supported by the class curriculum. (A regional exception has been made at the Eastern Idaho Technical College – EITC as per the agreement between IDVR and EITC).*

12.12 Occupational Licenses, Tools, Equipment Initial Stocks and Supplies necessary in order to enter an Occupation

Occupational licenses, tools, equipment, initial stocks, and supplies may be purchased in order to adequately prepare the customer for a vocational outcome. *Private pilot's license will not be secured through the financial support of IDVR.*

IDVR will not purchase land or buildings for customers with disabilities. IDVR retains the right to reclaim occupational tools and equipment purchased by IDVR when:

- Customer's IPE is not completed.
- The tools and equipment are no longer necessary or appropriate for the existing or new employment goal.
- Case is closed other than rehabilitated.

12.13 Supported Employment Services

Supported employment services may be provided to customers with the most severe disabilities who require ongoing training on-the-job and support services.

12.13.1 Supported employment is defined as follows:

A. Competitive work (defined as payment of an hourly rate not less than minimum wage or less than the employer usually pays individuals who are not disabled) in an integrated work setting (defined as an environment in which the customer engages in as much contact with co-workers or the non-disabled general public as any other non-disabled person working in that job would experience) with ongoing support services for customers with the most severe disabilities for whom competitive employment:

1. Has not traditionally occurred: or
2. Has been interrupted or intermittent as a result of severe disability; and

3. Who, because of the nature and severity of their disability(ies), need intensive supported employment services or extended services in order to be gainfully employed; or

B. Transitional employment for customers with chronic mental illness.

Note: Non-competitive, non-integrated employment (sometimes referred to as Sheltered Work, Facility Based Work, Work Services, or Workshop Services) is not part of VR services. If a customer requests these services, IDVR will provide information about competitive, integrated employment to assist in informed choice. If the customer still request non-competitive, non-integrated employment they will be referred to the Extended Employment Services Program through the Extended Employment Services Referral Form.

12.13.2 Supported eEmployment Process:

- A. Through an assessment (internally provided or through a review of external documentation) or through the provision of VR services, supported employment is identified as a necessary strategy for successful employment.
- B. The ~~VR counselor~~ VRC and customer will identify the level of ongoing job support necessary to maintain successful employment.
- C. The ~~VR counselor~~ VRC and customer will identify the availability of long term support strategies for the level of supported employment services identified.
- D. If long term support strategies are available then an IPE may be written.
- E. If long term support strategies are not available the case will be closed “Unable^[TP10] to Benefit from ServicesExtended services not available.”

12.13.3 Supported Employment Strategies

Natural Supports: Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by an employer for all employees. These natural supports may be both formal and/or informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker), and co-workers socializing with employees with disabilities at breaks or after work. Support provided by family, friends, or significant others are also included within this definition.

Extended Employment Services: (IDAPA 47.01.02) Funds Managed by IDVR/EES. There are four eligibility categories:

- A. Developmental Disabilities (as defined in section 66-402, Idaho Code).
- B. Mental Health: (Typically Schizophrenia, Major Mood Disorders, Borderline Personality Disorder, Delusional Disorder, Schizoaffective Disorder).

C. Specific Learning Disability.

D. Traumatic Brain Injury.

Medicaid Funded Employment Supports:

Developmental Disabilities – Adult DD Home and Community Based Services Medicaid Waiver (IDAPA 16.03.10.703.03). Eligibility for this waiver is determined by the Independent Assessment Providers (IAP) at the Idaho Center on Disability Evaluation. The Self-Directed option falls under this waiver.

Aged or Disabled Waiver – Supported Employment is a component included in this Home and Community Based Services Medicaid Waiver (IDAPA 16.03.10.326.17).

~~12.13.4 Steps to Securing Long Term Support for Medicaid or EES Services~~^{[TP11]:}

- ~~1. Contact the Regional Community Supported Employment (CSE) coordinator.~~
- ~~2. The Regional CSE coordinator will submit the Referral for Extended Employment Services to the EES program.~~
- ~~3. The Regional CSE coordinator and VR counselor will receive documentation regarding the availability within ten (10) business days.~~
 - ~~a. Funding for EES Available – The VR counselor proceeds with plan development.~~
 - ~~b. No EES Funding Available – Customer is placed on the EES waiting list by EES program.~~
 - ~~i. Waiver Eligible –~~
 - ~~• VR staff notifies in writing to EES program that employment services are approved from Medicaid. Customer is removed from the waiting list once employment waiver services are approved by Medicaid.~~
 - ~~• If employment services are not included on the customer's waiver plan, if EES funding is not secured within three (3) months then the case will be closed (EES case will remain open and the customer will remain on the waitlist).~~
 - ~~ii. Not Waiver Eligible – Customer remains on the EES waiting list~~
 - ~~• VR counselor does not proceed to plan development.~~
 - ~~• If funding is not secured within three (3) months then the case will be closed (EES case will remain open and the customer will remain on the waitlist).~~
 - ~~• Once EES funding becomes available EES program will notify CSE coordinator and VR counselor; customer will be removed~~

~~from the EES waiting list. IPE development may be initiated (VR case file may need to be reopened).~~

12.14 Post-Employment Services (PES)

A customer with a disability who had been previously rehabilitated may require additional services in order to maintain, advance in, or regain suitable employment. In order to qualify for this service strategy, the need must be based upon a disability previously documented in the eligibility determination section. Post-employment services require an amendment to the IPE. *In order to qualify for these services, the customer's vocational needs must be minor in scope (\$1,000 or less) and duration (6 months or less). This means the customer only needs relatively short-term services with minimal cost associated.* Customers requiring multiple services over an extended period of time and/or a comprehensive/complex rehabilitation plan should be encouraged to reapply for the full-spectrum of VR services since their needs exceed the intent of post-employment services. PES can be initiated within three (3) years of successful closure. Once the record is destroyed, a new case must be opened.

Note: The intent of PES is to ensure that the employment outcome remains consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

12.15 Rehabilitation Technology

Rehabilitation technology services (rehabilitation engineering, assistive/adaptive technology devices and services) may be provided as compensatory strategies to increase, maintain, or improve functional capabilities of customers with disabilities. Rehabilitation technology services may be provided at any time in the rehabilitation process, including the assessment for determining eligibility and vocational rehabilitation needs, extended evaluation, services provided under an IPE, and post-employment services. Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices are exempt from a determination of the availability of comparable services or benefits exist under any other program. ~~and are available to the customer, IDVR may request, but may not require~~ the use of comparable services and benefits. Personally prescribed devices, such as eye glasses, hearing aids, or wheelchairs are the exception, they not exempt from the consideration of comparable benefits. (For further information, please review the series of comprehensive fact sheets provided by Idaho Assistive Technology Project located on the IDVR intranet web site. There are also direct links to the Idaho Assistive Technology Project web site at that location).

12.15.1 "Assistive technology service" means any service that directly assists a customer with a disability in the selection, acquisition, or use of an assistive technology device, including:

- A. The evaluation of the needs of a customer;
- B. Purchasing, leasing, or otherwise providing for the acquisition by a customer with a disability of an assistive technology device;
- C. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

- D. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E. Training or technical assistance for a customer with a disability.

12.15.2 An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a customer with a disability.

12.15.3 Vehicle modification~~s~~ may be provided as an assistive technology device only when the applicant/customer is otherwise precluded from achieving a vocational objective.

1. In the event that a vehicle requires modification. e.g., hand controls, lift installation, or structural revision, may be provided on vehicles with an expected life of five (5) years or longer after modification, as evaluated by a certified mechanic (paid for by IDVR). The customer must agree to maintain insurance on the vehicle for replacement costs of the modified equipment.
2. Any vehicle modification over \$3,000 must include a minimum of two bids from approved vendors.
3. Adaptive equipment items that are not documented as medically and/or vocationally necessary will be the responsibility of the customer.
4. When a customer purchases a new vehicle requiring modifications they should check with the dealership to see if the vehicle modification assistance is available. The ~~VR~~ [counselor](#) [VRC](#) will check with the customer to see if the customer is willing to access and apply the rebate to the cost of vehicle modification.

12.15.4 Housing modifications may be provided as a supportive service so the customer can benefit from a core vocational rehabilitation service. Typically these services are provided under an IPE.

12.16 Supportive Services

- A. Maintenance is a funding provision designed to offset *identified additional costs incurred as a result of participating in a rehabilitation service* (expenses incurred by the customer while engaged in assessments required for determining eligibility or while receiving services under an IPE).

NOTE: Maintenance means monetary support provided to a customer for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the customer and that are necessitated by the customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the customer's receipt of vocational rehabilitation services under an individualized plan for employment. (Ref: 34 CFR, Part 361.5 (35)).

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Counselors cannot pay maintenance for those existing living costs that a customer would normally incur regardless of the customer's participation in a plan of vocational rehabilitation services.

Maintenance intended to cover shelter related expenses will not exceed four (4) months per case without the Chief of Field Service's approval.

Maintenance intended to cover food expenses will not exceed four (4) weeks per case without the Chief of Field Service's approval.

Maximum per diem food rates for the state of Idaho can be found at:

<http://www.sco.idaho.gov/web/sbc/sbweb.nst/pages/trvlpolicy.htm#Appendix%20%22B%22>.

Maximum per diem food rates for out of state can be found at: www.gsa.gov.

~~VR counselor~~ VRCs should be aware and make their customers aware, that any maintenance payments for food, shelter, or clothing may impact SSI benefits.

B. Transportation is a service for identified travel and related expenses for customers to participate in a vocational rehabilitation services or assessment.

1. Actual costs may be paid for taxi, buses, airplanes, etc.
2. When using a privately owned vehicle, fuel assistance will be negotiated. This depends upon actual transportation expenses for participation in rehabilitation services. Routine vehicle maintenance is not covered by IDVR.
3. The ~~VR counselor~~ VRC must take into account the following issues when confronted with a request from a customer to repair a privately owned vehicle:
 - a. The overall condition and value of vehicle.
 - b. The extent of the repairs.
 - c. The availability of other appropriate transportation.
 - d. The necessity that the vehicle be used for VR-IDVR participation or work.

12.17 School Transition

The ~~Idaho Division of Vocational Rehabilitation~~ (IDVR) participates in student transition planning as outlined at 34 CFR 361.22 of the Rehabilitation Act Regulation. The Regulations require plans, policies, and procedures that provide for the development and approval on an individualized plan for employment as early as possible during the transition planning process but, at the latest, by the time each student who is determined to be eligible for vocational rehabilitation services leaves the school setting. The Act also provides for:

1. Consultation and technical assistance to educational agencies in planning for transition of students with disabilities from school to post-school activities, including vocational rehabilitation;
2. Transition planning by personnel of IDVR and the educational agency for students with disabilities that facilitates the development and completion of their Individualized Education Programs (IPE's) under section 614 (d) of the Individuals with Disabilities Education Act (IDEA);
3. The roles and responsibilities including financial responsibilities, of each agency; and
4. Procedures for outreach to and identification of students with disabilities who are in need of transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation programs, eligibility requirements; application procedures, and scope of services that may be provided to eligible customers.
 - Referrals should be made to the ~~VR counselor~~VRC as early as possible following the completion of the student's sophomore year. Earlier referrals can be made based on individual student need. All students with disabilities should be referred, not just those students in special education.
 - The ~~VR counselor~~VRC may participate and/or consult during the development of Individual Educational Plans (IEPs), Individual Transition Plans (ITPs) and Child Study Teams (CSTs) at the invitation of the school and agreement between the ~~VR Counselor~~VRC and CST members. VRC will determine the appropriate time to take an application when the focus is on the final vocational objective or formal planning for continued employment preparation after the student exits from high school.
 - The school district's responsibility is to provide a free and appropriate education to all students. This includes instructional aides, devices, and necessary services to achieve educational goals.
 - IDVR's responsibility is to facilitate the accomplishment of long-term vocational rehabilitation goals and intermediate rehabilitation objectives identified in the student's IPE. Only services that are required for achievement of the employment goal will be provided or coordinated.

12.18 Services to Family Members

The definition of “Family Member” is a relative or guardian of the customer or someone who lives in the same household as the customer and has a substantial interest in the well-being of the customer.

Conditions and Criteria:

- A. Service may be provided only to individuals that meet the definition of family member.
- B. The services to be provided are those which are deemed to be necessary to the successful completion of the customer’s rehabilitation plan (IPE, Extended Evaluation, or Trial Work Period). The customer and ~~VR counselor~~VRC will make the determination as to whether a service to a family member is necessary to the vocational rehabilitation of the individual customer.
- C. Comparable services and benefits are to be explored and if available, utilized prior to expenditure of agency funds.
- D. IDVR funds can only be utilized if economic need is established on Financial Participation Assessment (FPA).
- E. Family members may not have access to the customer’s record of service without a release of information. Family members may have access to information pertaining to the services they received.

Procedures:

- A. The category of Services to Family Members requires prior approval from the ~~Regional Manager~~RM.
- B. The IPE must set forth the services to be provided to the family member.
- C. In developing the IPE the ~~VR counselor~~VRC must ensure that the customer and family member(s) understand the basis for the provision of services in order to avoid any misunderstanding as to the scope, nature, and duration of services.
- D. Services under this section must comply with all other portions of the manual relating to the provision of ~~VR~~IDVR services.
- E. Services to family members must be terminated whenever one of the following conditions prevails:
 - 1. When a service(s) is no longer necessary to the customer’s plan; or

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2. When the customer's plan is terminated in accordance with case closure procedures; or
 3. When Post-Employment Services are terminated.
- F. When services are provided to family members, the record of service must include:
1. A rationale that services are required to support the customer's success in completing objectives of the IPE;
 2. Data, including medical information, to support the decision to provide services (the least amount necessary to verify the need);
 3. Identification of family member(s) receiving those services;
 4. The cost of such services; and
 5. Documentation of the time limited nature of these services.

12.19 Personal Care Assistant Services

A personal care assistant (PCA) assists a customer with a significant disability by performing personal activities of daily living requiring hands-on help, which cannot be performed by the customer because of the significance of the disability. PCA services including personal care related tasks such as:

1. Eating
2. Drinking
3. Toileting
4. Bathing
5. Transfers
6. Dressing
7. Grooming
8. Medications

PCA services do not include chore services, respite, cueing, or household tasks. In most cases, tasks performed by the PCA are customer directed. The PCA is not responsible for any tasks that the customer with a disability can perform independently.

PCA services have been developed to enhance the ability of a customer with a significant disability to live and work independently. The need for PCA services is normally identified through an independent living (IL) evaluation.

A PCA must have completed a State approved training program or have substantial knowledge and experience in providing PCA services.

It is the policy of the IDVR to provide PCA services to customers with significant disabilities, when PCA services over and above those required for normal daily living are required to assist

the customer to complete the ~~VR-IDVR~~ process. IDVR does not provide PCA services in lieu of existing PCA programs and providers. If the ~~VR counselor~~VRC determines that PCA services are necessary for the customer to complete the objectives of the IPE, the ~~VR counselor~~VRC will need to conduct or obtain a personal care assistant evaluation to determine the number of hours of PCA services that are required for participation in the IPE over and above the customer's normal daily living needs.

It is the responsibility of the customer and the ~~VR counselor~~VRC to identify, apply for and utilize any and all similar benefits for PCA services. PCA recruitment and management is the responsibility of the customer. Payment for PCA services is made through an authorization to the customer for PCA services. The customer then pays the chosen provider. IDVR will not exceed the current rate established by Medicaid. IDVR does not pay for standby time; only for direct service time related to the VR service that the PCA service is addressing. The customer is required to submit verification of services received from the provider to IDVR on a monthly basis to continue to receive PCA eds services.

IDVR PCA services are time limited in nature and are provided during the vocational rehabilitation process, if required, to assist in determining eligibility, for participation in vocational evaluation and assessment, and during implementation of an IPE with a goal leading to competitive employment. The provision of PCA services must be linked directly to the objective of the IPE. PCA services funded by IDVR must be for those tasks over and above PCA services normally requiredd for tasks of daily living. No more than 40 hours per week will be authorized for PCA services.

When the IPE objectives have been successfully completed and the goal of competitive employment has been achieved, provision of PCA services required to maintain employment becomes the responsibility of the customer.

12.20 Services to a Group of Individuals

The Rehabilitation Act of 1973 as amended authorizes the provision of rehabilitation services to groups of individuals.

Guidelines:

Services for a group of individuals with disabilities must be expected to substantially contribute to the vocational rehabilitation of a group of individuals, but does not relate directly to the individualized rehabilitation program of any one individual with disability. The decision to provide services to groups will be made based on the need for the services as well as the available resources of the agency.

Establishment

Under the authority of 34 CFR 361.49(a)(1), IDVR may pursue the establishment, development, or improvement of a public or non-profit community rehabilitation program that is used to provide vocational rehabilitation services that promote integration and competitive employment, including, under special circumstances, the construction of a facility for a public or non-profit community rehabilitation program. Examples of "special circumstances" include

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the destruction or natural disaster of the only available center serving an area or a State determination that construction is necessary in a rural area because no other public agencies or private non-profit organizations are currently able to provide vocational rehabilitation services to individuals.

Any CRP establishment activities undertaken by IDVR will be supported by the pre-planning requirements under 34 CFR 361.49(b)(1) & (2) and 34 CFR 361.29.

In order for IDVR to engage in activities to establish, develop or improve a public or non-profit CRP, pursuant to 34 CFR 361.49(a)(1), and use of non-Federal expenditures incurred by those activities to satisfy match requirement under the VR Program, IDVR must first satisfy several pre-planning requirements:

1. IDVR must have written policies that set forth the nature and scope of services that will be provided to groups of customers with disabilities, and the criteria that will be used to determine the provision of those services (34 CFR 361.49(b)(1)); and
2. Establishment activities must have been identified as a need in IDVR's most recent statewide comprehensive needs assessment and IDVR must have included in its State plan a discussion of the strategies it would use to meet that need (34 CFR 361.29).

If IDVR has satisfied the above pre-planning requirements for activities related to establishing, developing, or improving a CRP, then the following requirements must be satisfied in order for IDVR to use non-Federal expenditures incurred for these activities towards its match requirements under the VR program pursuant to 34 CFR 361.60(b)(3)(i):

1. The activities proposed must fit within the definition of establishment, development, or improvement of a CRP at 34 CFR 361.5(b)(17);
2. The establishment, development, or improvement of a facility for a CRP at 34 CFR 361.5(b)(18), or
3. The construction of facility for a CRP at 34 CFR 361.5(b)(12); and
4. The activities must be designed to provide services to IDVR customers and applicants.

Based on 34 CFR 361.5(b)(17), IDVR may:

1. The establishment of a facility for a public or non-profit community rehabilitation program.
2. Staffing, if necessary to establish, develop, or improve a community rehabilitation program for the purpose of providing vocational rehabilitation services to applicants or eligible customers.
3. Other expenditures related to the establishment, development, or improvement of a community rehabilitation program that are necessary to make the program functional or

increase its effectiveness in providing vocational rehabilitation services to applicants or eligible customers, but are not ongoing operating expenditures of the program.

Employment Related Services to Customers with Disabilities

Under the authority of 34 CFR 361.49(a)(6), IDVR may pursue services that promise to contribute substantially to the rehabilitation of a group of customers but that are not related directly to the individualized plan for employment of any one customer.

The nature and scope of the services provided include:

1. Increase access to employment and educational opportunities for persons who are deaf or hard of hearing.
2. Increase awareness of the needs of persons who are deaf and hard of hearing through educational informational programs.
3. Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

SECTION 13.0 - CLOSURE

13.1 Closure During Application Status

A. No disabling condition

The ~~VR counselor~~VRC is unable to verify the existence of a disabling condition. The decision requires ~~VR-IDVR~~ staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)
3. Referral to other agency (ies), including Idaho Department of Labor.

B. No impediment to employment

The ~~VR counselor~~VRC cannot establish that there is a substantial barrier to employment based on disability. The decision requires ~~VR-IDVR~~ staff to:

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1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

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2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)
3. Referral to other agency (ies), including Idaho Department of Labor.

C. Does not require VR services to achieve an employment outcome

The ~~VR counselor~~VRC has been unable to identify substantial VR services necessary to secure, retain or regain employment. The decision requires ~~VR~~ IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other agency (ies), including Idaho Department of Labor.

D. Unable to benefit from VR services

The ~~VR counselor~~VRC, through trial work or extended evaluation has established that the applicant is unable to benefit in terms of an employment outcome. The decision requires ~~VR~~IDVR -staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other ~~agency (ies)agencies), the Extended Employment Program and as appropriate, the Idaho Department of Labor.~~
4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if

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requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

E. Extended services unavailable

The ~~VR counselor~~VRC has determined that extended services are required and the ~~VR counselor~~VRC and customer have determined that the extended services are not available at this time. The decision requires ~~VR~~IDVR staff to:

1. Provide opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. ~~Ineligibility e~~Closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~ determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other ~~agency (ies)~~agencies, the Extended Employment Program and as appropriate, the Idaho Department of Labor.
4. ~~Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.~~

F. ~~Refused~~^[TP12] service No longer interested in receiving services, moved unable to locate/contact or moved, failure to cooperate, death, institutionalized or incarcerated, transportation not feasible or available, transferred to another agency, and all other reasons.

These are closures without eligibility determination. The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities).

- c. Information regarding the Client Assistance Program (CAP).

13.2 Closure ~~D~~during Eligibility Status

A. Unable to benefit from VR services, disability too severe for services

The ~~VR counselor~~VRC, through clear and convincing evidence has established that the customer is unable to benefit in terms of an employment outcome. An ineligibility determination, based on inability to benefit from VR services or disability too severe for services, may be completed after an initial eligibility determination. The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other agency(ies), or the Extended Employment Program, ~~and~~ as appropriate, ~~the Idaho Department of Labor.~~
4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

B. Extended services unavailable

The ~~VR counselor~~VRC has determined that extended services are required and the ~~VR counselor~~VRC and customer have determined that the extended services are not available at this time. The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. ~~Ineligibility e~~closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).

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3. Referral to other agency (ies), ~~the Extended Employment Program and,~~ as appropriate, ~~the Idaho Department of Labor.~~
- C. No longer interested in receiving ~~Refused services,~~ ~~moved~~ unable to locate/contact or moved, ~~failure to cooperate,~~ death, institutionalized or incarcerated, transportation not feasible or available, transferred to another agency, and all other reasons.

The decision requires ~~VR~~IDVR -staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)

D. Closure from the Order of Selection Waitlist

When the ~~VR counselor~~VRC is unable to contact (the ~~VR counselor~~VRC uses the closure reason – unable to ~~locate~~locate or moved) or the customer has declined VR participation (the ~~VR counselor~~VRC uses the closure reason – ~~refused services~~No longer interested in receiving services).

The decision requires ~~VR~~IDVR -staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).

13.3 Unsuccessful Closure After Implementation of IPE

A. Unable to benefit from VR services, disability too severe for services

The ~~VR counselor~~VRC, through clear and convincing evidence has established that the customer is unable to benefit in terms of an employment outcome. An ~~ineligibility~~closure determination, based on inability to benefit from VR services or disability too severe for services, may be completed after an initial eligibility determination. The decision requires ~~VR~~IDVR -staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

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2. Provide written notification, or other appropriate mode of communication of:

- a. ~~Ineligibility e~~Closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~ determination.
- b. Appeal rights (Rights and Responsibilities).
- c. Information regarding the Client Assistance Program (CAP)

3. Referral to other ~~agency (ies) agencies~~, or the Extended Employment Program, and as appropriate, ~~the Idaho Department of Labor~~.

4. ~~Conduct~~^[TP13] a review of the ~~ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.~~

~~5.4.~~ Customer must return tools and equipment to the agency at the time of unsuccessful closure, in accordance to the tool agreement. Exceptions must be approved by the ~~Regional Manager~~RM.

B. Extended services unavailable

The ~~VR counselor~~VRC has determined that extended services are required and the ~~VR counselor~~VRC and customer have determined that the extended services are not available at this time. The decision requires IDVR staff to:

- 1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
- 2. Provide written notification, or other appropriate mode of communication of:

- a. ~~Ineligibility e~~Closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~ determination.
- b. Appeal rights (Rights and Responsibilities)
- c. Information regarding the Client Assistance Program (CAP)

C. ~~Refused service, No longer interested in receiving services, moved, unable to locate/contact or moved, failure to cooperate, death, institutionalized or incarcerated, transportation not feasible or available, transferred to another agency, and all other reasons.~~

The decision requires VRIDVR staff to:

- 1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation);
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)

13.4 Successful Competitive Closure After Implementation of IPE

A. Rehabilitated with supports

Customers in supported employment are determined rehabilitated when the objectives of the IPE for supported employment training are achieved and a plan for extended support services is verified through the activation of services related to the long-term source of support.

In order to determine that a customer has achieved an employment outcome, the case record must document:

1. That services provided under the IPE contributed to the achievement of the employment outcome.
2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
3. That the employment is in the most integrated setting possible, consistent with the customer's informed choice, that the customer is compensated at or above the minimum wage and his/her wages and benefits are not less than that customarily paid by the employer for same or similar work performed by non-disabled individual.
4. That the employment outcome has been maintained for a minimum of 90 days.
5. The customer and the ~~VR counselor~~ VRC consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.
6. That an assessment occurred regarding whether a need exists for Post-Employment Sservices and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.

7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.

Case closure requires IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification or other appropriate mode of communication.

B. Rehabilitated without supports

In order to determine that a customer has achieved an employment outcome, the case record must document:

1. That services provided under the IPE contributed to the achievement of the employment outcome.
2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
3. That the employment is in the most integrated setting possible, consistent with the customer's informed choice, that the customer is compensated at or above the minimum wage and his/her wages and benefits are not less than that customarily paid by the employer for same or similar work performed by non-disabled individual.
4. That the employment outcome has been maintained for a minimum of 90 days.
5. The customer and the ~~VR counselor~~ VRC consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.
6. That an assessment occurred regarding whether a need exists for Post-Employment Services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.
7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.

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Case closure requires IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification or other appropriate mode of communication.

~~13~~^[TP14]~~5~~ *Successful Non-Competitive Closure After Implementation of IPE*

In order to determine that a customer has achieved an employment outcome, the case record must document:

- ~~1. That services provided under the IPE contributed to the achievement of the employment outcome.~~
- ~~2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.~~
- ~~3. A. Homemaker — verify that the customer has increased their ability to provide services around the house that enable other family members to increase their financial contribution to the family.~~

~~B. Unpaid Family Worker — verify that the customer is working for the family farm or family business.~~
- ~~4. That the employment outcome has been maintained for a minimum of 90 days.~~
- ~~5. The customer and the VR counselor consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.~~
- ~~6. That an assessment occurred regarding whether a need exists for Post-Employment Services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.~~
- ~~7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.~~

13.56 Closure After Post Employment Services (PES)

A. Closed unemployed; opening a new VR case

The ~~VR counselor~~VRC has made a determination that the scope of services is inappropriate for PES and the customer has agreed to apply for a new VR case.

1. PES is closed.
2. Customer applies for services.

B. Employment maintained or regained

The customer and ~~VR counselor~~ VRC are in agreement the job is or has been maintained, regained or advanced in.

1. PES case is closed
2. Customer agreement with case closure is documented in the case record.

C. Lost job; no further services at this time

The customer's employment was not maintained, regained, or advanced in and no VR services are appropriate at this time.

1. PES case is closed
2. Customer has been informed of case closure is documented in the case record.

SECTION 14.0 ORDER OF SELECTION

14.1 Authority

Rehabilitation Act of 1973 as amended by the Rehabilitation Act of 1998, Sections 101 and 102.
34 CFR Part 361 §361.36, §361.3.

14.2 Policy

In the event that the projected fiscal and personnel resources of IDVR become inadequate to provide the full range of services, as appropriate, to all eligible customers, the Administrator will implement the Division's Order of Selection procedure. By law, this procedure must insure that customers with the most significant disabilities are served first. The criteria used for determining the Order of Selection for services is the category of significance of the disability as defined in Policy Section 6.2 and the application date for ~~VR~~IDVR -services.

Factors that will not be considered in determining an order of selection priority category include:

- A. Type of Disability
- B. Duration of residency, provided the customer is present in the state;
- C. Age, gender, race, color or national origin;
- D. Source of referral;
- E. Type of expected employment outcome;
- F. The need for specific services or anticipated cost of such services; or
- G. The income level of the customer or customer's family.

14.3 Administrative Requirements

IDVR must ensure that it is funding arrangements for providing services under the State Plan, including third-party arrangements and awards, such as cooperative funding agreements with school districts, other State agencies or contractual arrangements, are consistent with the Order

of Selection. If any funding arrangements are inconsistent, the Agency must renegotiate these funding arrangements so that they are consistent with the Order of Selection.

14.4 Procedures

Determination of Significant Disability

When a ~~VR counselor~~VRC determines a customer is eligible, the ~~VR counselor~~VRC also establishes the level of significance of disability based upon the criteria established in Section 6.0. The level of significance of the customer's disability is identified with one of the following three priority categories:

- A. Customers with disabilities
- B. Customers with significant disabilities
- C. Customers with the most significant disabilities

Statewide Order of Selection Waiting List

When a ~~VR counselor~~VRC completes the eligibility process and the determination of the significance of the disability determination, the customer is added to the statewide Order of Selection waiting list in the appropriate category by date of application. The date of application process is completed (see section 5.3). The case is transferred from the ~~VR counselor~~VRC caseload to the office Order of Selection waiting list.

Written notification will be provided to the customer informing them of:

- Their eligibility determination.
- Their placement on the waiting list.
- The priority categories of IDVR's Order of Selection.
- Their assignment to a particular category.
- Their right to appeal their category assignment.
- The availability of the Client Assistance Program (CAP).

When resources are available, the Chief of Field Services notifies the Regional ManagerRMs of the number of customers to take from the waiting list by priority category, application date(s) and office locations. Regional ManagerRMs then-coordinate with the ~~VR counselor~~VRCs to transfer the corresponding cases from the Order of Selection waiting list in respective offices to ~~VR counselor~~VRC's caseloads.

A customer on the statewide Order of Selection waiting list may request that his/her case be transferred from one office to another by contacting the local VRIDVR -office – The request for transfer will be processed by the Regional ManagerRM where the case resides.

Transferring a New Case to the Order of Selection Waiting List

The [Regional Manager RM](#) is responsible for ensuring appropriate priority categories are being served, for maintaining the office Order of Selection waiting list and for verifying Information and Referral (I&R) is occurring. Cases will be transferred from a [VR counselor VRC](#)'s caseload to the office Order of Selection waiting list within ten (10) business days of the eligibility date.

The [Regional Manager RM](#) will verify Information and Referral sources have been documented prior to transferring the case to the office Order of Selection waitlist.

Transferring a Case from the Order of Selection Waiting List to a [VR Counselor VRC](#)

Upon notification to initiate services for case on the Order of Selection waiting list for the specified priority category and application dates, the [Regional Manager RM](#) or designee must transfer cases from the Order of Selection office waiting list to a [VR counselor VRC](#) within five (5) business days. The [VR counselor VRC](#) is notified of the case transferred and is authorized to initiate services.

If a case is closed from the office Order of Selection waiting list, the case is automatically removed from the statewide Order of Selection list.

Initiating Services for Customers Referred from the Order of Selection Waiting List

IDVR will determine when it is appropriate to implement procedures to re-establish or maintain contact with customers while they are on the Order of Selection waiting list. Factors to consider are the length of time a customer has been on the list and the anticipated time before the customer's category will open.

Upon receipt of the case transferred from the Order of Selection waiting list, the [VR IDVR](#) staff takes the following steps:

1. To contact the customer and schedule an appointment.
2. If telephone contacts are unsuccessful a letter will be sent to initiate contact.
3. Reasonable and timely efforts to find updated phone numbers and addresses for the customer.
4. If the customer has not responded within forty (40) days from the date the letter was sent, [VR IDVR](#) -staff will proceed with case closure.

[VR counselor VRC](#)s need to consider the communication needs of the customer, including the need for information in alternate formats when initiating contact by telephone or letter.

Steps to contact each customer are documented in the case management system narrative and filed in the case service record.

Exceptions for Reopening Closed Cases

A ~~VR counselor~~VRC may request the ~~Regional Manager~~RM to ~~obtain~~get permission from the Chief of Field Services to reopen a case on an exception to policy basis if a customer contacts IDVR after his/her case is closed. If the customer's lack of response was a result of exceptional circumstances that prevented the customer from responding, the ~~VR counselor~~VRC should consult with his/her supervisor about an exception to policy to reopen the case.

Customers ~~N~~ot Ready to Proceed with IPE Development upon Referral from the Order of Selection Waiting List

If a ~~VR counselor~~VRC contacts a customer to initiate services and she/he is not ready to begin working with IDVR, the ~~VR counselor~~VRC needs to help the customer make an informed decision about how to proceed. If a customer does not wish to, or is unable to proceed with IPE development, IDVR will close the case and the customer must reapply. IDVR cannot 'hold' a spot on the waiting list nor can a customer be put back at the top of the list. The ~~VR counselor~~VRC needs to discuss the reasons the customer is not ready to proceed and whether a reasonable time frame can be agreed upon to resolve the issues.

14.5 Information and Referral (I&R)

When operating under Order of Selection, IDVR is required to offer Information and Referral (I&R) services to customers who cannot be served and must wait for services because of the Order of Selection.

IDVR must document and retain information about referrals to other Federal and State programs that provide employment-related services.

Information and Referral Requirements

Federal regulations establish minimum requirements under I&R as follows. IDVR must:

- A. Provide customers with accurate vocational rehabilitation information and guidance (which may include counseling and referral for job placement) to prepare for, get, or keep a job.
- B. Refer customers with disabilities to other Federal or State programs that are best suited to address their specific employment needs, including partners in the workforce investment system.
- C. Initiate a notice of referral identifying:
 - a. The name of the program to which the customer is referred;
 - b. A contact person in that program; and
 - c. Information about the most suitable services to assist the customer prepare for, get or keep a job.

14.6 Counseling and Guidance

To provide customers with accurate VR information and guidance, which may include counseling and referral for job placement, an [ID-VR](#) counseling staff member talks to the customer about his/her need to prepare for, get or keep a job. The ~~VR~~[IDVR](#)-counseling staff member provides advice and guidance about how the customer might proceed, explains referral sources available, and offers to initiate a referral to another program, if appropriate. These interactions occur in the course of other activities, such as completing the application, intake, and eligibility determination.

For customers who choose not to apply for IDVR services because of the Order of Selection, a general guideline is to limit I&R services to one appointment. The ~~VR-counselor~~[VRC](#) will NOT establish an on-going counseling relationship nor perform follow-up services regarding I&R.

Counseling and Guidance – Referrals

Each office will maintain a list of Federal and State programs with which IDVR has established a formal referral relationship. It is expected that the Idaho Department of Labor One-Stop Centers will be used extensively, but not exclusively, for the referral of customers who either choose not to apply or are on a waiting list to receive IDVR services. Other programs to be used in this capacity, as appropriate, include Tribal VR programs and other community programs. Because of limited resources in some areas and the unique needs of some customers with disabilities, there may not be an appropriate program available to every person.

Counseling and Guidance – Job Placement

~~VR~~[IDVR](#)-counseling staff may provide brief counseling for job placement. If the customer intends to engage in independent, self-directed job search or related activities, the ~~VR~~[IDVR](#) counseling staff member may provide brief counseling to assist the customer in this effort. Examples of counseling and referral for job placement may include, but are not limited to:

- A. A counseling session with the customer to discuss what efforts to find a job the customer has already tried and offering other job search strategies and suggestions.
- B. Reviewing and giving advice on a customer's resume.
- C. Discussing reasonable accommodation issues and strategies for approaching an employer.
- D. Discussing and providing the customer with access to the Internet or another resource.
- E. Sharing information about the local labor market.

14.7 Documenting a Formal Referral

All referrals to employment-related programs must be documented, including referrals for customers who have applied and are waiting for services. Each [Regional Manager](#)[RM](#), or designee, will identify and maintain the list of regional referral sources that require a formal referral. Each time a customer is referred to one of the listed organizations, the [IDVR](#) staff

member documents the referral in the case management system. Every case will have an entry in the case management system prior to transferring the case to the Order of Selection waiting list, or the case service record will document efforts to locate referral sources and the reason(s) a referral was not provided.

If a customer requests a referral, the IDVR staff member prepares and sends a written referral to the organization. In addition, the IDVR counseling staff member provides the customer being referred with the following:

- A. A copy of the written referral notifying the other federal or state program about the referral.
- B. The name of the person in that organization to be contacted by the customer being referred.
- C. Information about the most suitable services to prepare for, secure, retain, or regain employment.

Informal Referrals

~~VR counselor~~ VRCs routinely provide information to applicants and eligible customers about a wide array of community assistance programs that may offer services or benefits to assist the customer meet a variety of needs (food or clothing banks, medical programs, counseling services, etc.). These types of referrals are considered informal referrals. IDVR staff are encouraged to continue providing customers with information about other programs that offer services to assist them in meeting a variety of needs.

14.8 Post Employment Services

Order of Selection does not impact or alter the provision of post-employment services. Post-employment services are considered an amendment of the IPE, and therefore, a customer who needs post-employment services is not required to meet the highest priority category currently being serviced under an Order of Selection nor is the customers required to wait for services.

If substantial services are needed, PES is not appropriate. A new application should be taken and would be subjected to Order of Selection.

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TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.G, POSTSECONDARY PROGRAM APPROVAL AND DISCONTINUANCE – FIRST READING	Motion to Approve
2	BOARD POLICY III.P, STUDENTS – FIRST READING	Motion to Approve
3	REPEAL OF BOARD POLICY III.U, TELECOMMUNICATIONS – FIRST READING	Motion to Approve
4	BOARD POLICY III.Z, PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES – SECOND READING	Motion to Approve
5	DIRECT ADMISSIONS	Motion to Approve
6	BOISE STATE UNIVERSITY – ONLINE MASTER OF SOCIAL WORK	Motion to Approve
7	IDAHO STATE UNIVERSITY – MASTER OF SCIENCE IN HEALTH INFORMATICS	Motion to Approve
8	NORTH IDAHO COLLEGE – ADVANCED TECHNICAL CERTIFICATE AND ASSOCIATE OF APPLIED SCIENCE IN AVIATION FLIGHT TRAINING	Motion to Approve

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SUBJECT

Amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance - First Reading

REFERENCE

- | | |
|-------------------|---|
| March 2005 | The Board approved the first reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes. |
| April 2005 | The Board approved the second reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes. |
| June 2007 | The Board approved the first reading of proposed amendments to Board Policy III.G. |
| August 2007 | The Board approved the second reading of proposed amendments to Board Policy III.G that would clearly define PTE's program approval procedures. |
| June 19, 2013 | The Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval. |
| October 17, 2013 | The Board approved the first reading to repeal Board Policy, III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance. |
| December 19, 2013 | The Board approved the second reading of proposed amendments to Board Policy III.G. |

BACKGROUND/DISCUSSION

The purpose of Board Policy III.G, Postsecondary Program Approval and Discontinuance is to provide Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and professional-technical programs.

Board staff worked with representatives from public postsecondary institutions and the Division of Professional-Technical Education (PTE) (the Workgroup) to

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review existing policy and align requirements, where appropriate, with the Northwest Commission on Colleges and Universities (NWCCU) standards. Proposed amendments include amending approval procedures for certificates and program expansions.

Currently NWCCU does not require approval for certificates consisting of 30 credits or less. Language was added to subsection 3.c, that would require institutions to only submit proposals for certificates of 30 credits or more and only requiring notification to the Board office for certificates of 30 credits or less.

PTE is proposing a new section in Board Policy III.G, which would provide institutions with procedures for the inactivation of PTE programs. The purpose of a professional-technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation.

Board Policy III.G, also currently requires a program proposal for expansion of an existing program within and outside an institution's service region. The Workgroup recommended to CAAP that a letter to the Board office for program expansions within an institution's service region would make more sense rather than requiring a detailed proposal.

Other changes included the following:

- Reorganized existing language to other subsections of the policy where it made more sense
- Moved the last sentence in the preamble regarding learning outcomes to subsection 3 "Academic Programs" and to subsection 4 "PTE Programs"
- Moved financial impact definition under the "definitions section"
- Separated the role of the Professional Standards Commission in 2.c. to be its own subsection.
- Added "certificates of 30 credits or less" to "Modifications" subsection 3
- Added "certificates of 30 credits or more to "Academic Programs" and "PTE programs" subsection 3
- Added new subsection under 4.d. for PTE program inactivation
- Modified subsection 5 from a three-year sunset clause to five years

IMPACT

Approval of proposed amendments will create efficiencies for institutions and decrease the number of proposals submitted to the Board office, and in some cases to the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.G, Postsecondary Program Approval and Discontinuance – First Reading

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.G will provide institutions and staff the necessary guidance for program proposal submission and procedures for approval. Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

[April 2014 August 2015](#)

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. The Board has final authority and responsibility for program approval. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho.

~~The Board affirms that a major percentage of instructional and professional technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, p~~Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z. ~~However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the educational and workforce needs of the state. All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.~~

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or professional-technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or professional-technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.

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- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.
- g. Professional-Technical Program Components shall include option(s); which shall mean alternative instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program.

2. Roles and Responsibilities

- a. Institutions shall establish and follow internal program review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Professional-Technical Education ~~and the Professional Standards Commission~~ shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

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d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on teacher education, and teaching standards to promote improvement of professional practices and competence of the teaching profession of the state.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. ~~For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.~~

a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.

b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.

b.c. Academic Programs

h.i. All new, modification of, and/or discontinuation of academic program majors, shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associate's, bachelor's, master's, specialist, and doctorates degrees; instructional units, and administrative units, expansions, consolidations, including the transition of existing programs to an on-line format requires completion of the program proposal prior to implementation. Proposals requiring new state appropriations shall be included in the annual budget request of the institution for Board approval.

1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or professional-technical programs, with a financial impact of \$250,000 or more per fiscal year.

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- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification of, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.
 - 3) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
 - 4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
- ii. ~~5)~~ 5) Modifications to existing programs shall include, but is not ~~be~~ limited to, the following:
- a) Expansion of an existing program outside a designated service region.
 - ~~1)~~ b) Converting one program option into a stand-alone program.
 - ~~2)~~ c) Consolidating an existing program to create one or more new programs.
 - ~~3)~~ d) Adding a degree program not already approved by the Board.
 - ~~4)~~ e) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - ~~5)~~ f) Transitioning of existing programs to an on-line format.
 - ~~6)~~ g) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer that describes what should be included in the report. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

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~~iii.v.~~ New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures ~~that~~ programs meet the Idaho standards for certification. The Board office ensures ~~that~~ the program proposal is consistent with the program approval process— and meets the standards approved by the Board and established in rule.

~~e.d.~~ Academic Program Components

~~Modification of existing academic program components~~ New, modification, and/or discontinuation of academic program components, and academic certificates 30 credits or less may ~~or may not~~ require a proposal. For academic program components ~~that require~~ requiring a proposal, subsection ~~43.b.c.~~i. of this policy applies.

i. New, modification, and/or discontinuation of academic program components; academic certificates 30 credits or less; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes.

~~ii.~~ If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

~~a.~~ iii. Changes to program names or degree titles related to Statewide Program Responsibilities, as provided in Board Policy III.Z., require a proposal as specified in subsection 3.c.i of this policy, and shall be reviewed and approved by the Board.

~~b.~~ iv. Minor ~~Non-substantive~~ curriculum changes ~~do not require notification or approval~~, minor credit changes in a program, descriptions of individual courses and other routine catalog changes, ~~and do not require additional funding to implement~~ do not require notification or approval.

4. Professional-Technical Programs

All professional-technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Professional-Technical Education as a proposal in accordance with a template developed by Board staff.

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Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests ~~that require~~requiring new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval.

~~For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.~~

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

a.b. Professional-Technical Programs

i. All new, modification of, and/or discontinuation of professional-technical ~~degrees programs, shall require completion of the program proposal prior to implementation. This includes~~ instructional and administrative units, ~~expansions, consolidations, including the transition of existing programs to an on-line format, require completion of the program proposal prior to implementation.~~ Professional-Technical program proposals shall be forwarded to the State Administrator of the Division of Professional-Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.

- 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- 3) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

~~ii-4)~~ Modifications to existing programs shall include, but not be limited to, the following:

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- a) Expansion of an existing program outside a designated service region.
- 1) b) Converting one program option into a stand-alone program.
- 2) c) Consolidating an existing program to create one or more new programs.
- 3) d) Adding a certificate or degree program not already approved by the Board.
- 4) e) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- 5) f) Transitioning of existing programs to an on-line format.
- 6) g) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

b.c. Professional-Technical Programs Components

New, modification of, and/or discontinuation ~~Modification~~ of existing professional-technical program components may ~~or may not~~ require a proposal. For professional-technical program components ~~that~~ requireing a proposal, subsection 4.a.i of this policy applies.

- i. New, modification of, and/or discontinuation of professional-technical options for existing programs; changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. ~~Non-substantive~~ Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education.

d. Professional-Technical Program Inactivation

- i. The purpose of a professional-technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not

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resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.

ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:

- 1) Description and rationale for the modification
- 2) Implementation date
- 3) Arrangement for enrolled students to complete the program in a timely manner
- 4) Impact of accreditation, if any
- 5) Impact to current employees of the program
- 6) Impact on current budget

iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

~~Board or Executive Director approval of a~~Academic and professional-technical education programs ~~shall include a three-year sunset clause. approved by the Board or Executive Director must be implemented within five years.~~ A program not implemented within ~~the three-five~~ years from the approval date ~~of its approval shall be resubmitted~~ requires submission for approval of an updated proposal by the institution to the Board or Executive Director for consideration.

6. Academic and Professional-Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance ~~will be~~ are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have

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sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined ~~and discussed~~ in Board Policy Section II.N. ~~of these policies~~.

For professional-technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- 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.
- b. All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.
- c. Institutions shall notify the Board office in writing when an approved program has been officially implemented.

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SUBJECT

Board Policy III.P. Students – Student Health Insurance – First Reading

REFERENCE

April 2012	State Board of Education (Board) consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.
April 2013	Board consideration of SHIP policy one-year waiver for Lewis-Clark State College only with respect to mandatory student health insurance coverage. Returned to committee for further consideration.
December 2013	Board returned SHIP policy to committee for further consideration.
January 2015	Board approved first reading
February 2015	Board approved second reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND / DISCUSSION

In February 2015 the Board approved an amendment to Board policy regarding student health insurance. Since that time, the institutions have been working on implementation for fall 2015. A couple unintended consequences of the policy change have surfaced which need to be addressed.

The policy currently provides that a student may have a non-Affordable Care Act (ACA) compliant policy their first semester of enrollment provided they enroll in an ACA compliant plan “by the first health insurance exchange open-enrollment or the end of their first semester, whichever comes first.” The open-enrollment period for Idaho’s health insurance exchange is mid-November to mid-February. The institutions are concerned that it may not be possible for students who enroll for the first time in the spring semester to enroll in the exchange in time. Unlike first-time fall students, there is currently no option for students to enroll in the spring without ACA compliant insurance.

Additionally, if a student is found in noncompliance (i.e. uninsured or non-ACA compliant insured); the policy prohibits full-time enrollment in future terms (fall, spring or summer). Institutions do not have full-time rates for summer, but a student could potentially be prohibited from enrolling part-time during the summer due to noncompliance during a prior semester even though part time students are not required to obtain health insurance.

IMPACT

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Proposed policy amendments would clarify the required insured status of students.

ATTACHMENTS

Attachment 1 – Section III.P. – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment would allow a full-time student to enroll for the first time in either the fall or spring semester with non-ACA compliant insurance until they have an opportunity to enroll in the exchange during the next open enrollment period. In addition, reference to the summer term is removed from the policy since there is no full-time rate, and thus insurance is not required under the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy Section III.P. Students, as presented.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS

February 2015

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

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- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See *also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to:

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(a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when

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carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

- a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)
- b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

- a. Establishment
Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.
- b. Refund of Fees
Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

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a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

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Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution may provide the opportunity for students to purchase health insurance. Health insurance offered through the institution shall be Affordable Care Act (ACA) compliant.

b. Mandatory Student Health Insurance

Every full-fee paying full-time student (for purposes of federal financial aid) attending classes in Idaho shall be covered by an ACA compliant health insurance

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policy. Students without proof of health insurance coverage shall be ineligible to enroll full-time at an institution. Each institution shall monitor and enforce student compliance with this policy.

- i. "ACA compliant" means a health insurance policy which meets the minimum coverage requirements classified by the ACA as "essential health benefits." Essential health benefits include items and services within at least the following 10 general categories: ambulatory patient services; emergency services; hospitalization; maternity and newborn care; mental health and substance use disorder services, including behavioral health treatment; prescription drugs; rehabilitative and habilitative services and devices; laboratory services; preventive and wellness services and chronic disease management; and pediatric services (including oral and vision care).
- ii. Proof of Insurance. All full-time students shall provide proof of ACA compliant health insurance coverage. Proof of health insurance coverage shall include at least the following information:
 - (1) Name of health insurance carrier
 - (2) Policy number
 - (3) Contact information for employer, insurance company or agent who can verify coverage
 - (4) Attestation by the student, parent or guardian that health insurance policy is ACA compliant

Along with proof of insurance, students shall certify they will maintain active and continuous ACA compliant insurance coverage for the duration of their time enrolled as a full-time student.

- iii. Temporary Insurance Coverage. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but such a student shall sign an affidavit that they will enroll in ACA compliant insurance by the end of the first available health insurance exchange open-enrollment period ~~or the end of their first semester, whichever comes first~~. At no other time may a full-time student be enrolled without ACA compliant insurance.
- iv. Non-compliance. A student found to be out of compliance with this policy while enrolled at an institution, shall be ineligible for full-time enrollment in future terms (fall, or spring ~~or summer~~) until insurance is obtained and proof thereof is certified; provided however, that if health insurance is offered through an institution and a student is found in non-compliance, the institution may default enroll the student into the institution's student health insurance plan and charge the student's account.

17. Students Called to Active Military Duty

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The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in

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error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

- d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.
- e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
- f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

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SUBJECT

Repeal Board Policy III.U, Telecommunications– First Reading

REFERENCE

May 1987

The Board approved Board Policy III.U., Telecommunications.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.U, Telecommunications

BACKGROUND/DISCUSSION

Board Policy III.U, Telecommunications was created to facilitate the coordination of telecommunications systems statewide. The prolific rise of the internet and its role in delivering education has rendered this policy about a “telecommunications system” outdated. Additionally, this policy was originally adopted to guide implementation of the Board’s *Plan for Development of a Statewide Telecommunications System*, a plan that was adopted in May 1987. That Plan has since been repealed.

At their July 9, 2015 meeting, the Council on Academic Affairs and Programs (CAAP) reviewed existing Board Policy III.U to determine if that policy should be maintained or consolidated with other existing policies. CAAP determined that the policy was no longer serving a purpose and should be repealed.

IMPACT

The proposed amendment to repeal Board Policy III.U will create efficiencies in Postsecondary Affairs policies.

ATTACHMENTS

Attachment 1 – Board Policy III.U – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Given the dynamic and rapidly changing nature of distance education, telecommunications systems, and the internet, this policy is highly outdated. Board Staff and CAAP recommend repealing Board Policy III.U in its entirety.

BOARD ACTION

I move to approve the First Reading of amendments to Board Policy III.U, Online Programming, repealing the section in its entirety.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: U. Telecommunications

April 2002

1. ~~Coverage~~

~~The following policies are intended to promote effective operation of the telecommunications system outlined in the *Plan for Development of a Statewide Telecommunications System* (adopted by the State Board of Education, May 13, 1987). The system does not exist as a single entity, but is composed of various components owned and operated by units of the State Board of Education and by private and public entities outside the control of the State Board of Education. The Simplot/Micron Technology Center shall serve as the network center for all telecommunications activity conducted under the authority of the State Board of Education. These policies apply to units under the governance of the State Board of Education and all entities, public or private, utilizing the system.~~

~~The Board encourages development of a broad range of cooperative ventures that use telecommunication technologies to improve educational delivery to the citizens of Idaho. Use of electronic technology to deliver education/training to citizens of the state who live in areas distant from college and university campuses is particularly encouraged. These technologies may include, but are not limited to, one (1) or more of the following: open-channel television, closed-circuit television, cable television, low-power television, communication and/or direct broadcast satellite, satellite master antenna system, microwave, videotape, video disc, and telephone line.~~

2. ~~Access~~

~~a. Each college, university and area vocational technical school should support a baseline of telecommunications origination capabilities consistent with the Educational User Requirements outlined in the *Plan for Development of a Statewide Telecommunications System*. These capabilities shall complement but not duplicate the configuration of systems and capabilities of the Simplot/Micron Technology Center outlined in 7.c.~~

~~b. The use of the telecommunications system shall be shared among higher education, public education, and professional technical education agencies. The State Department of Education instructional television service in existence at the time these policies are adopted will, where feasible, be continued with existing scheduling priority.~~

~~c. Each educational agency utilizing the telecommunications system shall have access to all components of the system.~~

~~d. Other non-educational state agencies may share the use of the telecommunications system on a cost and time-available basis.~~

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- ~~e. Out of state educational institutions may be allowed access to the telecommunications system for accredited instructional purposes on a cost and time-available basis when approved by and in cooperation with the primary emphasis institution under whose role and mission the proposed use would fall.~~
- ~~f. Non-public organizations may be allowed access to the telecommunications system on a cost plus and time available basis.~~
- ~~g. Interstate cooperation in educational telecommunications which results in improved program quality, program delivery, or cost efficiency is encouraged. Participation in the Western States Educational Telecommunications Cooperative is also encouraged.~~

~~3. Priorities~~

- ~~a. Interactive telecommunications shall be given priority above non-interactive uses.~~
- ~~b. Educational uses shall be given priority above administrative uses.~~
- ~~c. Program origination shall be determined by role and mission with primary emphasis institutions responsible for providing or authorizing courses by telecommunications to areas of the state underserved by the emphasis program.~~

~~4. Operations~~

- ~~a. The sponsoring agency shall ensure that faculty and other users of the telecommunications system receive adequate training.~~
- ~~b. Cooperative development of user training utilizing the resources of each agency should be encouraged.~~
- ~~c. Operators of each component of the delivery system under Board control shall maintain the component for all users.~~
- ~~d. Reception sites for instruction delivered via telecommunications (other than reception in homes or on main campuses) must be reported to the Board.~~
- ~~e. An institution will notify the Executive Director prior to conducting an experiment with a new instructional delivery system. An institution must receive Board approval before inaugurating any new instructional delivery system and must demonstrate to the Board's satisfaction that the system is compatible with existing systems and does not duplicate the functions and capabilities available at the Simplot/Micron Technology Center.~~

~~5. Program Delivery~~

- ~~a. Courses and programs delivered via telecommunications, except those sponsored by the State Department of Education, must conform to program approval and review policies (Sections III.G. and H.); to institutional role and~~

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~~mission policies (Section III.L.2); to primary service region policies (Section III.L.3); and to quality assurance policies for off campus instruction (Section III.L.6).~~

- ~~b. All courses and programs delivered via telecommunications, except those sponsored by the State Department of Education, must meet the same quality standards as required by the Board and the institutions for on campus courses and programs delivered through traditional means.~~
- ~~c. If an institution other than the State Department of Education proposes to deliver instruction via telecommunications in a service region assigned to another institution, the proposing institution must notify the primary service institution according to procedures outlined in Board approved continuing education/off campus instruction policies (Section III.L.3.c).~~
- ~~d. Institutional conflicts regarding service region, role and mission, and associated matters related to instruction delivered via telecommunications shall be submitted in writing first to the respective institutional chief academic officers, and secondly, if resolution is not achieved, to the Board's Chief Academic Officer for review and resolution.~~

~~6. Credit/Registration~~

- ~~a. All credit courses, except those co-sponsored by the State Department of Education, delivered via telecommunications must be applicable to a campus-based degree or certificate program approved by the Board.~~
- ~~b. Each institution shall determine the credit and requirements for courses delivered by telecommunications to statewide audiences. Such courses shall carry information regarding the institutions which have approved the course for credit, the amount of credit, the requirements, and any restrictions on transfer that may exist.~~
- ~~c. Each institution shall determine whether a course is acceptable as transfer credit in compliance with Board policy on articulation.~~
- ~~d. Non-credit, fee-based short courses and workshops shall generate fees for, and be the responsibility of, the institution originating the workshop. Non-credit activities shall comply with primary emphasis designations and role and mission statements. An institution that receives a request to offer non-credit activities coming within the role and mission of another institution must convey the request to that institution. If the institution under whose role and mission the request comes chooses not to respond, the institution that receives the request may do so.~~
- ~~e. Cooperative development and offering of credit courses by telecommunications between institutions is encouraged. Institutions may mutually agree upon a~~

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~~division of fees and FTE's for such cooperatively developed and delivered courses.~~

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~~7. Governance~~

~~a. General governance of the use of the telecommunications system by agencies of the State Board of Education shall include the following duties:~~

~~(1) Upon request, provide advice and consultation to the State Board of Education and the Office of the State Board concerning matters of telecommunications policy and system development.~~

~~(2) Review and approve proposed schedules of course offerings and non-credit workshops to be offered by telecommunications outside of an originating institution's primary service area.~~

~~(3) Coordinate and approve joint acquisitions of technology-based instructional materials, facilities, equipment, and services.~~

~~(4) Provide for ongoing policy development and recommendations affecting telecommunications to the State Board of Education.~~

~~b. General governance of the telecommunications system shall be coordinated by a Telecommunications Council, composed of the chief academic officer of the Board and the four year and two year public institutions of higher education, the State Department of Education, the SBOE agency heads, the director of the Simplot/Micron Center, and the director of the Eastern Idaho Technical College. The chair of the Telecommunications Council shall be elected by the Council. The Telecommunications Council shall report to the Academic Affairs and Program Committee.~~

~~c. Day-to-day management, operations, and scheduling functions of the telecommunications system shall be the responsibility of the general manager of the Idaho Educational Public Broadcasting System working in conjunction with the network center and other components of the system. The general manager of IEPBS, working in conjunction with the network center, will also provide those non-duplicated system resources such as satellite uplinks, statewide telephone bridge, data network head-end, and similar unique facilities and equipment of the Simplot/Micron Technology Center.~~

~~d. Appeals of decisions made by the general manager of the Idaho Educational Public Broadcasting System or the Telecommunications Council shall be made through the Executive Director to the Board.~~

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SUBJECT

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.
Section 33-113, Idaho Code, Limits of Instruction.

BACKGROUND/DISCUSSION

The Board approved the first reading of proposed amendments to Board Policy III.Z at their June meeting. The proposed amendments removed the needs assessment, workforce projections, and anticipated costs for program delivery from the five-year planning process. Proposed changes also included changing the review cycle from a two-year update to an annual update.

Institutions will still develop their plans for programs projected five years out to include program name and degree level; anticipated delivery date; program description; anticipated source of funds; and summary terms of memoranda of

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understanding for proposed new programs in another service region consistent with Board Policy III.Z.

IMPACT

Proposed amendments to Board Policy III.Z will create efficiencies at the institution and Board staff level. These changes will also allow staff to implement changes to the current update of the five-year plan, which is scheduled for presentation to the Board in August.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z
Planning and Delivery of Postsecondary Programs and Courses

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no additional changes between the first and second reading of this policy. The Instruction, Research, and Student Affairs committee recommended approval at their July 31, 2015 meeting. Board staff and the Council on Academic Affairs and Programs recommend approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Planning and Delivery of Postsecondary Programs and Courses

December 2013 August 2015

The purpose of this policy is to ensure ~~that~~ Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). ~~It is the intent of the~~ The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time. ~~This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.~~

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
 - i. For purposes of this Section III.Z.policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
 - ii. For purposes of this Section III.Z.policy, with respect to professional-technical

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programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

b.c. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

e.d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

d.e. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii. 1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

e.f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

f.g. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

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i. Five-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board ~~every two years~~annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling five (5) year academic plan, to be updated ~~every two years~~annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs Institution Plan

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. ~~At a minimum, for new Statewide Programs anticipated to be offered within three (3) years of approval of the Institution Plan, e~~Each Institution Plan shall include the following information for proposed Statewide programs:

- ~~• A needs assessment to include a minimum of the timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs pursuant to guidelines developed by the Board's Chief Academic Officer.~~
- A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- A description of the Statewide Programs ~~offered, or~~ to be offered, by a Designated or Partnering Institution.
- A summary of the ~~terms of~~ Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the

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educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region. The Institution Plan developed by a Designated Institution shall include ~~at a minimum~~ the following:

- ~~The ongoing and future workforce and educational needs of the region.~~
- A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
- A description of proposed programs ~~offered, or~~ to be offered, in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- A summary of ~~the terms of~~proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below. ~~If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.~~

3) Institution Plan Updates

~~Every two years, on a schedule to be developed by the Board's Chief Academic Officer,~~ Institution Plans shall be updated and submitted to Board staff annually as follows:

- Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination ~~at least sixty (60) days prior to submitting to Board staff~~annually in April.
- Following review by CAAP, Institution Plans shall be submitted to Board

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staff. Upon submission of the Institution Plans to Board staff, the Board’s Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

- In the event the Board’s Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- The Board’s Chief Academic Officer shall then provide ~~his/her~~ their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. ~~Every two years t~~The Board shall approve the Institution Plans annually through the Five-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be reviewed for alignment by the Board every two years ~~concurrently with the update to the five-year plan~~.

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.

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Program Name	Degrees
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Aq.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forest Resources	B.S.For.Res.
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forest Resources • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

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ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University is the Designated Institution serving undergraduate and graduate education needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

2) Professional Technical Service Regions

Postsecondary professional-technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

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Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional-Technical Education in the case of professional- technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
- A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long- term costs of delivery of such program.
- A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

4) Designated Institution's First Right to Offer a Program

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In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. ~~Memorandums~~ Memoranda of Understanding

~~A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.~~ When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this

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policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.13) above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions

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governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory

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councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include

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and draw upon the resources of the Designated Institution insomuch as is possible.

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SUBJECT

Direct Admissions Benchmark

REFERENCE

June 2015

The State Board received an overview of the Direct Admissions proposal.

BACKGROUND/DISCUSSION

Direct Admissions is a proposal to develop a statewide system for proactively admitting high school seniors and enrolling them into Idaho public postsecondary institutions to increase education attainment levels among Idaho students.

Using the Statewide Longitudinal Data System, a list of high school seniors meeting a predetermined minimum Grade Point Average (GPA) and/or college entrance exam score will receive a letter from the State Board of Education congratulating them on being conditionally admitted to any of the state's eight (8) public higher education institutions. Full admission will be based on successful completion of high school. Those students not meeting the minimum GPA and college entrance exam criteria will receive a different letter conditionally admitting them to Idaho State University College of Technology and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College and the three (3) community colleges. Students will also be encouraged to look at the admission requirements of the individual four-year institutions to see if there may be an opportunity for admittance. For the 2015-2016 school year the SAT scores will be used.

The Board received a presentation during the June 18 Board meeting outlining the initiative. At that time, the benchmark GPA and SAT criteria had not yet been determined. Board staff has since worked with the Council on Academic Affairs and Programs (CAAP) to develop the following benchmark:

- All students with a GPA of 3.0 or higher will be conditionally admitted to any of the state's eight (8) public higher education institutions, regardless of the SAT score. For students with a GPA below 3.0, admission will be based on a multiple of their GPA and SAT score. Students with a multiple totaling 2835 or greater will be admitted to the state's eight (8) public higher education institutions. An example is as follows:

GPA	SAT	Multiple
2.0	1418	2835
2.7	1050	2835
2.9	990	2835

- Students with a multiple below 2835 will be conditionally admitted to Idaho State University College of Technology and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College and the three (3) community colleges.

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IMPACT

If approved, the Direct Admissions will be implemented in Fall 2015 for college admission during the Fall 2016 semester. Based on the Statewide Longitudinal Data System, 8,720 students meet or exceed the benchmark.

ATTACHMENTS

Attachment 1 - Direct Admissions Matrix

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STAFF COMMENTS AND RECOMMENDATIONS

The benchmark was developed in partnership with the CAAP committee. As such, staff recommends approval.

BOARD ACTION

I move to approve the Direct Admissions benchmark of a GPA of 3.0 or higher or a GPA/SAT multiple of 2835 or higher for conditional admission to the state's eight (8) public higher education institutions, with all other students conditionally admitted to Idaho State University College of Technology and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College, College of Western Idaho, North Idaho College, and College of Southern Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Total Students: 21,313
 Students with SAT: 14,707
 Total Credits: >= 12
 Students with 2835 or GPA >=3: 8,720

Group of 6 Group of 8

SAT Math and Reading

GPA	SAT Math and Reading															
	900	920	940	960	980	1000	1020	1040	1060	1080	1100	1120	1140	1160	1180	1200
2.25	2,025	2,070	2,115	2,160	2,205	2,250	2,295	2,340	2,385	2,430	2,475	2,520	2,565	2,610	2,655	2,700
2.30	2,070	2,116	2,162	2,208	2,254	2,300	2,346	2,392	2,438	2,484	2,530	2,576	2,622	2,668	2,714	2,760
2.35	2,115	2,162	2,209	2,256	2,303	2,350	2,397	2,444	2,491	2,538	2,585	2,632	2,679	2,726	2,773	2,820
2.40	2,160	2,208	2,256	2,304	2,352	2,400	2,448	2,496	2,544	2,592	2,640	2,688	2,736	2,784	2,832	2,880
2.45	2,205	2,254	2,303	2,352	2,401	2,450	2,499	2,548	2,597	2,646	2,695	2,744	2,793	2,842	2,891	2,940
2.50	2,250	2,300	2,350	2,400	2,450	2,500	2,550	2,600	2,650	2,700	2,750	2,800	2,850	2,900	2,950	3,000
2.55	2,295	2,346	2,397	2,448	2,499	2,550	2,601	2,652	2,703	2,754	2,805	2,856	2,907	2,958	3,009	3,060
2.60	2,340	2,392	2,444	2,496	2,548	2,600	2,652	2,704	2,756	2,808	2,860	2,912	2,964	3,016	3,068	3,120
2.65	2,385	2,438	2,491	2,544	2,597	2,650	2,703	2,756	2,809	2,862	2,915	2,968	3,021	3,074	3,127	3,180
2.70	2,430	2,484	2,538	2,592	2,646	2,700	2,754	2,808	2,862	2,916	2,970	3,024	3,078	3,132	3,186	3,240
2.75	2,475	2,530	2,585	2,640	2,695	2,750	2,805	2,860	2,915	2,970	3,025	3,080	3,135	3,190	3,245	3,300
2.80	2,520	2,576	2,632	2,688	2,744	2,800	2,856	2,912	2,968	3,024	3,080	3,136	3,192	3,248	3,304	3,360
2.85	2,565	2,622	2,679	2,736	2,793	2,850	2,907	2,964	3,021	3,078	3,135	3,192	3,249	3,306	3,363	3,420
2.90	2,610	2,668	2,726	2,784	2,842	2,900	2,958	3,016	3,074	3,132	3,190	3,248	3,306	3,364	3,422	3,480
2.95	2,655	2,714	2,773	2,832	2,891	2,950	3,009	3,068	3,127	3,186	3,245	3,304	3,363	3,422	3,481	3,540
3.00	2,700	2,760	2,820	2,880	2,940	3,000	3,060	3,120	3,180	3,240	3,300	3,360	3,420	3,480	3,540	3,600

> 60% 50-60% 40-50% < 40%

SAT Math and Reading

GPA	SAT Math and Reading															
	900	920	940	960	980	1000	1020	1040	1060	1080	1100	1120	1140	1160	1180	1200
2.25	11,089	10,888	10,684	10,478	10,253	10,025	9,779	9,591	9,378	9,195	8,940	8,718	8,472	8,257	8,032	7,816
2.30	10,888	10,682	10,464	10,240	9,993	9,759	9,564	9,341	9,140	8,895	8,659	8,425	8,198	7,976	7,729	7,536
2.35	10,684	10,464	10,235	9,980	9,743	9,545	9,317	9,115	8,861	8,623	8,368	8,160	7,924	7,679	7,475	7,247
2.40	10,478	10,240	9,980	9,734	9,537	9,308	9,098	8,832	8,596	8,340	8,113	7,878	7,631	7,415	7,173	6,966
2.45	10,253	9,993	9,743	9,537	9,299	9,092	8,818	8,564	8,316	8,078	7,841	7,607	7,367	7,127	6,916	6,705
2.50	10,025	9,759	9,545	9,308	9,092	8,817	8,547	8,309	8,054	7,816	7,585	7,346	7,088	6,882	6,662	6,415
2.55	9,779	9,564	9,317	9,098	8,818	8,547	8,301	8,038	7,782	7,567	7,328	7,052	6,846	6,634	6,348	6,117
2.60	9,591	9,341	9,115	8,832	8,564	8,309	8,038	7,775	7,556	7,315	7,038	6,821	6,598	6,326	6,069	5,833
2.65	9,378	9,140	8,861	8,596	8,316	8,054	7,782	7,556	7,310	7,033	6,807	6,579	6,311	6,054	5,797	5,593
2.70	9,195	8,895	8,623	8,340	8,078	7,816	7,567	7,315	7,033	6,804	6,570	6,295	6,033	5,780	5,541	5,294
2.75	8,940	8,659	8,368	8,113	7,841	7,585	7,328	7,038	6,807	6,570	6,290	6,028	5,765	5,520	5,261	5,014
2.80	8,718	8,425	8,160	7,878	7,607	7,346	7,052	6,821	6,579	6,295	6,028	5,759	5,512	5,250	4,989	4,779
2.85	8,472	8,198	7,924	7,631	7,367	7,088	6,846	6,598	6,311	6,033	5,765	5,512	5,246	4,983	4,758	4,509
2.90	8,257	7,976	7,679	7,415	7,127	6,882	6,634	6,326	6,054	5,780	5,520	5,250	4,983	4,757	4,492	4,262
2.95	8,032	7,729	7,475	7,173	6,916	6,662	6,348	6,069	5,797	5,541	5,261	4,989	4,758	4,492	4,255	4,041
3.00	7,816	7,536	7,247	6,966	6,705	6,415	6,117	5,833	5,593	5,294	5,014	4,779	4,509	4,262	4,041	3,839

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BOISE STATE UNIVERSITY

SUBJECT

Online, Master of Social Work Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.; V.R.3.2X online program fee.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new online Master of Social Work (MSW) Program. Students in the program will learn clinical, organizational, policy, and administrative skills necessary to effectively serve individuals, families, groups, organizations, and communities.

One in five counties in the United States has an unmet mental health workforce need. Master's-level social workers qualify as mental health providers and can effectively meet the needs of vulnerable populations. According to the Health Resources and Services Administration of the U.S. Department of Health and Human Services, Idaho has 58 geographic areas designated as "Health Professional Shortage Areas" in the discipline of mental health. Many of those Health Professional Shortage Areas are in rural Idaho. Training students in rural areas to become master's-level social workers will help meet the need for social services necessary to adequately support youth and families.

There is substantial present and future workforce need for social workers. The U.S. Department of Labor, Bureau of Labor Statistics stated that "*Overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.*" Projected annual job openings for social workers are 54 locally, 110 statewide, and 24,280 nationally. The estimated number of social workers holding bachelor's degrees and therefore potentially pursuing master's level education are 533 locally, 1,126 statewide, and 254,459 nationally.

The program has been designed to offer students substantial flexibility in their pursuit of a MSW degree.

1. Students able to pursue a face-to-face program will continue to be able to do so in our existing MSW programs in Boise, Coeur d'Alene, Lewiston, and Twin Falls. The proposed online program will provide an alternative for those who find traditional face-to-face programs less feasible due to proximity or demands such as work or caring for family members.
2. Those students who enter the program with a bachelor's degree in social work from an accredited program will be able to pursue the advanced

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standing program and earn the MSW with 34 or 37 credits. Students with any other bachelor's degree would need to take the full program, which requires 61 or 62 credits.

3. The program will not be cohort-based; instead students can be admitted and begin coursework three times over the academic year (once in the fall, spring and summer). In addition, students will be able to take more or fewer courses at a time depending on their schedules.

Boise State University has a long history of offering social work education to the state of Idaho: the BA in Social Work was established in 1966 and has been continuously accredited by the Council on Social Work Education since 1974. In 1991, BSU began offering its Master of Social Work degree. The program has been accredited since 1992 and is the only accredited master's program in social work at a public university in Idaho.

Field work is a necessary component of all accredited programs. Students work in the field practicum for 400 hours in their first year, and 600 hours during the second year of the program. The Field Director and Field Liaisons will help students develop field placements in the students' own communities. Once those are established, the Field Liaison will continue to monitor the students' progress via telephone, email, and skype. Communicating regularly with the student and field supervisor in the agency where the practicum is being completed is a critical component of the program.

Field work is a necessary component of all accredited programs. Students work in the field practicum for 400 hours in their first year, and 600 hours during the second year of the program. A Field Director (faculty or professional staff person) will work with agencies to set up field placements, coordinate agreements, match students with agency sites, identify agency representatives to serve as on-site supervisors, and train field instructors. Field Liaisons (faculty members) will be hired to teach field seminar courses that are paired with the field practicum. They will be responsible for making visits to the agencies, grading students, and integrating the learning outcomes for students. Communicating regularly with the student and field supervisor in the agency where the practicum is being completed is a critical component of the program.

The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting BSU in identifying programs appropriate to offer in an online format. Of the programs evaluated by Everspring, Inc., the proposed Master of Social Work (MSW) program ranked highest among all graduate level options, showing high demand and low competition for the program, with very high interest nationally. Based on these analyses, BSU estimates that enrollment in the proposed program could reach 400 students by the fifth year of the program.

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IMPACT

The program will not be a self-support program, but instead will operate under the guidelines of Board Policy V.R as it pertains to online programs. Students will be charged \$450 per credit or \$27,450 for the entire 61 credit two-year program or \$16,650 for the entire 37-credit advanced standing program.

ATTACHMENTS

Attachment 1 – Master of Social Work Program Proposal

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will be accessible to students for whom a face-to-face program is not feasible. The likely result will be an increase in the number of master’s-level social workers helping to serve the mental health needs in rural Idaho. There is sufficient workforce need to justify the proposed program.

The program fee will be established pursuant to Board Policy V.R.3.2.X as it pertains to online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions. BSU will charge \$450 per credit for the program.

Consistent with Board Policy III.Z, the Master of Social Work (MSW) is a shared statewide program responsibility with Idaho State University (ISU) for Regions V and VI. The proposed MSW aligns with BSU’s Statewide Program Responsibilities and currently offers their existing MSW program in Regions I, II, III, and IV. Staff notes that ISU is proposing an MSW for Region V for 2017-18 academic year. The following represents Social Work programs being offered by institutions:

Institution	Program Title	CIP Code	Degree Level	Location(s)	Regional/Statewide	Method of Delivery
BSU	Social Work	44.0701	B.A.	Boise	Regional	Traditional
BSU	Social Work	44.0701	B.A.	Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.	Boise	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.	Lewiston Coeur d’Alene	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.	Twin Falls	Statewide	Traditional
ISU	Social Work	44.0701	BA	ISU Campus	Regional	Hybrid
LCSC	Social Work	44.0701	BA, BS	Lewiston Coeur d’Alene	Regional	Traditional
CWI	Social Work	44.0701	AA	Boise/Nampa	Regional	Traditional
CSI	Social Work	45.0101	AA	Twin Falls	Regional	Traditional with some portion avail online
NIC	Social Work	44.0701	A.S.	Coeur d’Alene	Regional	Traditional, Web Enhanced, Online, Hybrid
NIC	Social Work	44.0701	A.A.	Coeur d’Alene	Regional	Traditional, Web Enhanced, Online, Hybrid

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The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on June 9, 2015.

Staff believes there is sufficient justification, based on regional need, for BSU to create the proposed program and recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new online program that will award a Master of Social Work degree.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	<i>June 19, 2015</i>
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Social Work

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Master of Social Work
Degree:	Master of Social Work (MSW)
Method of Delivery:	Online
CIP code (consult IR /Registrar)	44.0701
Proposed Starting Date:	Spring 2016
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility <input checked="" type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|--|
| <input type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input checked="" type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

<i>[Signature]</i> College Dean (Institution)	<i>6/3/15</i> Date	Vice President for Research (as applicable)	Date
<i>John R Pelton</i> Graduate Dean (as applicable)	<i>6/2/2015</i> Date	Academic Affairs Program Manager	Date
<i>[Signature]</i> Chief Fiscal Officer (Institution)	<i>6/18/2015</i> Date	Chief Academic Officer, OSBE	Date
<i>[Signature]</i> Chief Academic Officer (Institution)	<i>6/11/15</i> Date	SBOE/OSBE Approval	Date
<i>Robert W. [Signature]</i> President	<i>6/18/15</i> Date		

*9.7/15
4/2/15*

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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes creation of a new online Master of Social Work (MSW) Program to complement the existing face-to-face MSW programs in Boise, Coeur d'Alene, Lewiston, and Twin Falls. Boise State has a long history of offering social work education to the state of Idaho: the BA in Social Work (BSW) was one of the first four-year degree professional programs established by the University in 1966 and has been continuously accredited by the Council on Social Work Education (CSWE) since 1974. In 1991, the University began offering a MSW degree. The MSW program was accredited by CSWE in 1992 and has been reaffirmed for accreditation through 2018. Boise State University is the only public university in Idaho with an accredited MSW program.

One in five counties in the United States has an unmet mental health workforce need. Master's-level social workers can effectively meet the needs of vulnerable populations, and qualify as mental health providers. According to the Health Resources and Services Administration of the US Department of Health and Human Services, Idaho has 58 geographic areas designated as "Health Professional Shortage Areas" in the discipline of mental health. Many of those Health Professional Shortage Areas are in rural Idaho; therefore, training students in rural areas to become master's-level social workers will help meet the need for social services necessary to adequately support youth and families.

The creation of an online MSW program will provide access to this education and training for those who find traditional face-to-face programs less feasible due to proximity or demands such as work or caring for family members. In recent years, students have driven up to three hours in order to participate in Boise State's MSW degree programs (for example, Kaysville, UT to Twin Falls, ID).

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The MSW program prepares students to effectively serve individuals, families, groups, organizations, and communities. Students learn clinical, organizational, policy, and administrative skills necessary for promoting social and economic justice. Program goals are to educate students for culturally-sensitive practice founded on empirical evidence and strengths, diversity, and practice theories.

The Program Learning Objectives of the Master of Social Work program are as follows:

1. Prepare students to be knowledgeable about a range of social systems and how they affect social functioning
2. Prepare students to use research to inform professional practice
3. Prepare students to continue the process of learning and skills development throughout their careers
4. Prepare students for ethical practice that promotes equality and social justice, and
5. Prepare students for agency based practice to meet the social service needs of the State of Idaho.

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- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, DC), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

Specialized Accreditation: The program is accredited by the Council on Social Work Education (CSWE) and will adhere to the Council's Educational Policy and Accreditation Standards (EPAS). EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Program Development Support: The online MSW program is one of several that are being created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes professionally created common template aligned with nationally used Quality Matters course design standards.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by BSU's eCampus

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Center - which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).

- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

4. List new courses that will be added to your curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

No new courses will be created. The proposed online Master of Social Work will have the same curriculum as the current face-to-face program. The curriculum can be found in Appendix A.

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. *For discontinuation requests, will courses continue to be taught?*

The program has been designed with the goal of offering students substantial flexibility in their education. We will offer both a full program and an advanced standing program. Students with a BSW from an accredited program are eligible for the advanced standing program and can earn the MSW with 37 credits. Students with any other bachelor's degree are eligible to apply for the full program which requires 61 credits. The program will not be cohort-based, rather students can be admitted and begin coursework three times over academic year (once in the fall, spring and summer). Once admitted, students can take more or fewer courses at a time depending on their schedules. All courses will be taught in seven-week periods, with two sets of seven week courses offered each semester. Courses will have up to 25 students in each section.

Curriculum is organized in the following categories; social work practice, human behavior in the social environment, research, policy and electives that allow students to tailor their education to their area of interest. Examples of electives include school social work, child welfare, aging, and medical social work.

Field work is the most unique of the MSW program requirements. According to CSWE, our accrediting body, all MSW students must participate in field practicum internships. Students work in the field practicum for 400 hours in their first year, and 600 hours during the second year of the program. The Field Director and Field Liaisons will help students develop field placements in their own communities. Once those are established, the Field Liaison will continue to monitor the students' progress via telephone, email, and skype. Communicating regularly with the student and field supervisor in the agency where the practicum is being completed is a critical component of the program.

2-Year Program

Credit hours required:	57
Credit hours required in support courses:	
Credit hours in required electives:	4
Credit hours for thesis or dissertation:	
Total credit hours required for completion:	61

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Advanced Standing Program

Credit hours required:	33
Credit hours required in support courses:	
Credit hours in required electives:	4
Credit hours for thesis or dissertation:	
Total credit hours required for completion:	37

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

None

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

No other public Idaho universities offer a Master of Social Work Program. Northwest Nazarene University offers a face-to-face Master of Social Work, but not an online degree.

Colorado State University, Portland State University, and Our Lady of the Lake University (San Antonio, TX) are three western institutions that offer an online or hybrid MSW degree. Boise State's proposed online MSW will capitalize on the university's brand recognition, the School of Social Work's positive reputation in the field of social work, and a lower price point to be competitive with western institutions and an attractive educational opportunity for Idahoans.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Master of Social Work	Masters	Mental Health Medical/Public Health Child Welfare Substance Abuse	General social work degree focused on clinical and direct practice with clients
ISU			
LCSC			
UI			

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. This question is not applicable to requests for discontinuance.

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The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting Boise State in identifying programs appropriate to offer in an online format. First, web pages were created about the Boise State eCampus and the proposed program. We were then able to use "Google Placement" to measure the total number of times prospective students viewed the web page on the program, providing a measure of raw potential demand. Everspring, Inc., also completed a competitive analysis that identified institutions with similar programs and their current price point and program design. Of the programs evaluated by Everspring, Inc., the proposed Master of Social Work (MSW) program ranked highest among all graduate level options, showing high demand and low competition for the program, with very high interest nationally. Based on these analyses, we estimate that enrollment in the proposed program could reach 400 students by the fifth year of the program.

- 9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Note that Everspring’s market assessment was focused on the two year program; therefore, projections for enrollment and number graduates are based solely on enrollments in and graduates from the two year program.

Institution	Relevant Enrollment Data			Number of Graduates		
	Current (Fall 2014)	Year 1 Previous (Fall 2013)	Year 2 Previous (Fall 2012)	Current (2014-15)	Year 1 Previous (2013-14)	Year 2 Previous (2012-13)
BSU						
Existing face to face programs:						
Boise	75	64	69	39	32	41
Remote site (North Idaho - Coeur d’Alene and Lewiston)	83	53	94	43	29	43
Remote site (Central Idaho - Twin Falls)	32	30	29	20	12	43
BSU: Proposed Program	Year 1: 30	Year 2: 131	Year 3: 239	Year 1: 0	Year 2: 24	Year 3: 160
ISU						
LCSC						
UI						

- 10. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

Because Boise State University will continue to offer an in-person at Boise State’s main campus and at regional sites in Coeur d’Alene, Lewiston, and Twin Falls, there will be some existing students who

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will decide to enroll in the online program because of course scheduling flexibility. We estimate 10-15% of current students may choose the online program. Overall, the number of students enrolled in and graduating from Boise State with MSW will increase as we open to a regional and national market.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

The following tables depict workforce needs in two ways. The first table shows information traditionally included in proposals, and simply shows the projected job openings per year for social workers. The second table shows the pool of existing social workers (that is, those with bachelor's degrees) who would potentially want to seek a master's degree so as to advance professionally.

Projected Job Openings for Social Workers			
	Year 1	Year 2	Year 3
Local (Southwest Region)	54	54	54
State	110	110	110
Nation	24,280	24,280	24,280

Estimated Number of Social Workers Holding Bachelor's Degrees and Therefore Potentially Pursuing Master's Level Education: in 2012 (calculated as 41.9% of 2012 base employment)	
Local (Southwest Region)	533
State	1,126
Nation	254,459

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Projection of the number of national openings for social workers was pulled from US DOL data as shown in the table immediately below. The number of job openings due to growth and replacements 2012-2022 was divided by 10 to calculate the number of openings per year.

Projections of the numbers of state and regional openings for social workers were pulled from Idaho DOL data as shown in the second table below. Number of annual openings due to growth and number of annual openings due to replacement were summed to produce a projection of total annual openings. Openings across the four subcategories of social worker were summed to produce a total openings for all types of social workers.

Estimates for the total number of social workers holding bachelor's degrees, and therefore potential

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students in the program, were calculated using the base number employed in 2012 as social workers multiplied by the percentage of social workers that hold bachelor's degrees (41.9%; see third table below).

The following quote from the United States Department of Labor, Bureau of Labor Statistics provides additional detail and context:

"Overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty. Employment of child, family, and school social workers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Employment of healthcare social workers is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations. Employment of mental health and substance abuse social workers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations." See: <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>

Federal DOL data: 2012 National Employment Matrix title and code		Employment		Job openings due to growth and replacements, 2012-22 (in thousand)
		Number (in thousands)		
		2012	2022	
Social workers	21-1020	607.3	721.5	242.8

Idaho State Department of Labor Data: 2012-2022						
SOC Code	SOC Title	Base Employment	Annual Openings due to Growth	Annual Openings due to Replacement	Total Annual Openings	Projection Area
21-1021	Child, Family, and School Social Workers	1252	18	26	44	Idaho
21-1022	Healthcare Social Workers	610	18	13	31	Idaho
21-1023	Mental Health and Substance Abuse Social Workers	730	17	16	33	Idaho
21-1029	Social Workers, All Other	95	0	2	2	Idaho
	Totals	2687			110	
21-1021	Child, Family, and School Social Workers	590	11	12	23	Southwestern
21-1022	Healthcare Social Workers	271	7	6	13	Southwestern
21-1023	Mental Health and Substance Abuse Social Workers	361	9	8	17	Southwestern
21-1029	Social Workers, All Other	51	0	1	1	Southwestern
	Totals	1273			54	

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Federal DOL Table 1.11 Educational attainment for workers 25 years and older by detailed occupation, 2010-11								
2012 National Employment Matrix title and code		Less than high school diploma	High school diploma or equivalent	Some college, no degree	Associate's degree	Bachelor's degree	Master's degree	Doctoral or professional degree
Child, family, and school social workers	21-1021	0.8	5.4	10.0	6.0	41.9	34.0	1.9
Healthcare social workers	21-1022	0.8	5.4	10.0	6.0	41.9	34.0	1.9
Mental health and substance abuse social workers	21-1023	0.8	5.4	10.0	6.0	41.9	34.0	1.9
Social workers, all other	21-1029	0.8	5.4	10.0	6.0	41.9	34.0	1.9

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

One in five counties in the United States has an unmet mental health workforce need that can be filled by MSWs (Hoge, Stuart, Morris, Flaherty, Paris, & Goplerud, 2013). With the affordable care act's provisions to increase the social work workforce by offering training grants and loan repayment, we can anticipate future student demand for the MSW degree (Hoge, et al., 2013).

Over the past 10 years, there have been ample studies conducted in the State of Idaho that indicate there is a crisis in the area of mental health. A large gap identified by the State of Idaho Department of Health and Welfare provides additional support for the need to increase prevention training and training on evidence-based community approaches across the spectrum of behavioral health. More masters-level social workers would be well positioned to meet these needs.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Not applicable

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.**

The program will utilize the Boise State Blackboard course management software for delivery of all programmatic courses. Program faculty will be working with the Boise State eCampus Center course developers to create a program course template for uniformity of program course sites, consistent accessibility to course resources, and to ensure all courses utilize "Quality Matters" recommendations for online adult learners.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. This question is not applicable to requests for discontinuance.**

The Boise State University online MSW will allow the adult learners in the areas of social work, psychology, allied health, and sociology to obtain a graduate level degree in order to improve their

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current skills, get a promotion, or facilitate a career change. The Goals of the Master's Degree Program at Boise State University are:

1. Provision of an education program that prepares graduate students for advanced direct practice utilizing a strengths perspective.
2. Provision of an education program that prepares graduate students for culturally sensitive practice with individuals, families, groups, households and communities.
3. Support faculty, staff, and student diversity.
4. Make agency-based practice the major focus of the program to meet the needs of the State of Idaho.
5. Support faculty involvement in research and demonstration projects.
6. An emphasis on social work practice that is based on the values and ethics that guide the social work profession.

The proposed program will serve the following aspects of the SBOE strategic plan [as described in brackets]:

GOAL 1: A WELL EDUCATED CITIZENRY. The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. [An online program such as this provides increased access for all Idahoans to key graduate programs, especially to those in rural areas].

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. [Ready access increased the probability that Idahoans will be able to participate in the educational system]

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system. [An online program is especially important for working Idahoans, and will facilitate options for reintegration into the educational system.]

The highlighted portions of Boise State University's mission statement and Core Theme Two are especially relevant to the proposed program:

*Boise State University is a public, metropolitan research university **providing leadership in academics, research, and civic engagement.** The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and **graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation.** The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, **professional and continuing education programming,** and cultural enrichment.*

Core Theme Two: Graduate Education. **Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.**

14. Describe how this request fits with the institution's vision and/or strategic plan. This question

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is not applicable to requests for discontinuance.

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State’s online program development process incorporates a facilitated 10-step program design process to create a cohesive progression for students throughout the program, aligning course and program outcomes, a multi-expert development team to support the faculty, one online master version of each course for a consistent look and feel of courses across the program, nationally used Quality Matters course design standards, accessibility protocols, student authentication, copyright compliance, and federal/state regulations compliance.
Goal 4: Align university program and activities with community needs	Idaho is a largely rural state lacking social services within communities to adequately support vulnerable youth and families. Training students in rural areas to become master level social workers will have a positive impact in those communities as currently there is a shortage of qualified professionals to meet the demand

15. Is the proposed program in your institution’s Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No

If not on your institution’s Five-Year plan, provide a justification for adding the program.

The proposed program is on the five year plan submitted in April, 2015. It is not on the previous 5 year plan; subsequent to submission of that plan, our eCampus initiative identified a substantial need that can be met by the proposed program. No purpose would be served by delaying the implementation of the program until the next 5-year planning cycle. There is, however, substantial need for mental health workers in rural Idaho.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

1. Our community partners have committed to refer their staff in need of advanced degrees to our program. We will work with their education departments to assure that written materials and face-to-face time with potential students are available.
2. Boise State and the School of Social Work will continue to use multiple methods of marketing strategies such as printed and web based materials, career fairs, and advising students from within the institution.
3. Faculty members and recruiters knowledgeable about the program will visit regional institutions that offer BSW program to describe and distribute materials related to the MSW program.
4. The School of Social Work has received multiple inquiries about the opening of this program and we will use this database to contact potential students.
5. Recent graduates of our current master’s program will be contacted and sent materials related to

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the program.

6. Other possibilities include but are not limited to (considering budgetary limitations):
 - a. Advertisements in regional journals and newsletters.
 - b. Regional press releases to announce the opening of the program.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

Not applicable

18. **Program Resource Requirements.** Using the *Excel spreadsheet* provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first five fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second, third, fourth and fifth year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

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I. PLANNED STUDENT ENROLLMENT												
	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6.1	25	76.1	116	165.5	219	195.4	292	238.5	362	681.7	1014
B. Shifting enrollments	1	5	10	15	15	20	13	20	13	20	53	80
II. REVENUE												
	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Appropriated (New)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Federal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Student Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Self-Support Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Appropriated (New Funding Model)	\$0	\$101,250	\$0	\$1,160,550	\$0	\$2,438,550	\$0	\$2,818,800	\$0	\$3,397,500	\$0	\$9,916,650
Total Revenue	\$0	\$101,250	\$0	\$1,160,550	\$0	\$2,438,550	\$0	\$2,818,800	\$0	\$3,397,500	\$0	\$9,916,650
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>												
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>												

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III. EXPENDITURES													
	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020		Cumulative Total		
	On-going	One-time	On-going	One-time									
A. Personnel Costs													
1. FTE	0.0	3.2	0.0	8.3	0.0	11.6	0.0	13.8	0.0	17.0	0.0	53.8	
2. Faculty	\$0	\$27,449	\$0	\$117,466	\$0	\$120,829	\$0	\$100,050	\$0	\$100,050	\$0	\$465,843	
3. Administrators	\$0	\$64,000	\$0	\$64,000	\$0	\$64,000	\$0	\$74,021	\$0	\$74,021	\$0	\$340,042	
4. Adjunct Faculty	\$0	\$0	\$0	\$49,589	\$0	\$124,524	\$0	\$158,685	\$0	\$203,866	\$0	\$536,664	
5. Instructional Assistants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
6. Research Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
7. Support Personnel	\$0	\$67,133	\$0	\$149,533	\$0	\$198,200	\$0	\$253,200	\$0	\$336,600	\$0	\$1,004,666	
8. Fringe Benefits	\$0	\$69,138	\$0	\$150,677	\$0	\$181,138	\$0	\$203,225	\$0	\$245,559	\$0	\$849,737	
9. Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total FTE Personnel and Costs	\$0	\$227,720	\$0	\$531,265	\$0	\$688,690	\$0	\$789,181	\$0	\$960,097	\$0	\$3,196,953	

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	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures												
1. Travel	\$0	\$0	\$0	\$13,320	\$0	\$23,310	\$0	\$33,300	\$0	\$43,290	\$0	\$113,220
2. Professional Services-42% of revenue	\$0	\$42,525	\$0	\$487,431	\$0	\$1,024,191	\$0	\$1,183,896	\$0	\$1,426,950	\$0	\$4,164,993
3. Other Services	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$7,500
4. Communications	\$0	\$1,100	\$0	\$1,283	\$0	\$2,567	\$0	\$3,667	\$0	\$4,767	\$0	\$13,383
5. Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Materials and Supplies	\$0	\$7,000	\$0	\$9,517	\$0	\$16,333	\$0	\$23,333	\$0	\$30,333	\$0	\$86,517
7. Rentals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Repairs & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9. Materials & Goods for Manufacture & Resale	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10. Miscellaneous: Hardware, Software, Equipment	\$0	\$0	\$0	\$12,000	\$0	\$21,000	\$0	\$30,000	\$0	\$39,000	\$0	\$102,000
Total Operating Expenditures	\$0	\$52,125	\$0	\$525,051	\$0	\$1,088,901	\$0	\$1,275,696	\$0	\$1,545,840	\$0	\$4,487,613

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	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay												
1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D. Capital Facilities Construction or Major Renovation												
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. Indirect Costs (overhead)												
1. Boise State Central	\$0	\$8,505	\$0	\$97,486	\$0	\$204,838	\$0	\$236,779	\$0	\$285,390	\$0	\$832,999
2. Boise State eCampus Center	\$0	\$8,100	\$0	\$92,844	\$0	\$195,084	\$0	\$225,504	\$0	\$271,800	\$0	\$793,332
Fund	\$0	\$3,645	\$0	\$41,780	\$0	\$87,788	\$0	\$101,477	\$0	\$122,310	\$0	\$356,999
4. Credit card fees - 1% of revenue	\$0	\$385	\$0	\$4,410	\$0	\$9,266	\$0	\$10,711	\$0	\$12,911	\$0	\$37,683
Total Indirect Costs	\$0	\$20,635	\$0	\$236,520	\$0	\$496,976	\$0	\$574,471	\$0	\$692,411	\$0	\$2,021,013
TOTAL EXPENDITURES:	\$0	\$300,480	\$0	\$1,292,836	\$0	\$2,274,567	\$0	\$2,639,349	\$0	\$3,198,347	\$0	\$9,705,579
Net Income (Deficit)	\$0	-\$199,230	\$0	-\$132,286	\$0	\$163,983	\$0	\$179,451	\$0	\$199,153	\$0	\$211,071
Budget Notes:												
I.A.&B.: Enrollment headcount is counted as the total unduplicated headcount of students participating in one or more sessions during the fiscal year.												
I.A.&B.: Student FTE calculated as credits per year divided by 30, which is the expected average load of students in the program.												
III.A.2: Faculty FTE: Professor, Lecturer and Adjunct FTEs calculated using (Credit hour load)/30												
III.A.3: Administrators: 1.00 FTE Program Coordinator, .15 FTE Department Chair, .15 Graduate Coordinator by year 2												
III.A.7: Support Personnel: Faculty Course Support, Field Work Coordinators (1 per 100 students), Academic Advisors (1 per 200 students), Instructor Coordinator, Administrative Assistant II												
III.A.8: Benefits calculated at faculty/professional \$11,200+(annual wage*21.19%), classified \$11,200+(annual wage*21.49%)												
III.B.1: Travel to professional conferences for professional development and promotion												
III.B.2: Professional Services: 42% of revenue; Payment to marketing, recruitment, enrollment and retention; either in house or with a contracted partner												
III.B.3: Other Services: State authorization processing fees paid to states												
III.B.4: Communications: Promotion and publicity expenses												
III.B.6: Materials & Supplies: Office supplies and materials												
III.B.10: Miscellaneous: Computer hardware												
III.E.1: Boise State Central (8.4% of revenue): Funds to central administration												
III.E.2: Boise State eCampus Center (8.0% of revenue): Provide funding for initiative management, online course/program development and other support services												
III.E.3: Boise State Online Innovation Fund (3.6% of revenue): Seed funding for academic programs, initiative infrastructure, and eventually innovation grants												
III.E.4: Credit card fees: 1% of revenue												

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a. Personnel Costs

Faculty and Staff Expenditures

Project for the first five years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the five years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

FY 2016				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple TBD current associate/assistant professors and lecturers to be hired.	\$27,449	0.50	225	7.4
FY 2017				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple TBD current associate/assistant professors and lecturers to be hired.	\$168,966	3.97	2,579	86.0
FY 2018				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple TBD current associate/assistant professors, lecturers and adjuncts to be hired.	\$245,352	6.60	5,419	180.6
FY 2019				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple TBD current associate/assistant professors, lecturers and adjuncts to be hired.	\$258,735	7.30	6,264	208.8
FY 2020				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple TBD current associate/assistant professors, lecturers and adjuncts to be hired.	\$303,916	8.67	7,550	251.7
5 Year Total	\$986,767	27.03	22,037	734

Project the need and cost for support personnel and any other personnel expenditures for the first five years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

FY 2016			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	\$64,000	1.00	\$64,000
Field Work Coordinator	\$55,000	0.33	\$18,333
Academic Advisor	\$39,200	0.66	\$26,133
Administrative Assistant II	\$34,000	0.66	\$22,667
Total	\$192,200	2.65	\$131,131
FY 2017			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	\$64,000	1.00	\$64,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Field Work Coordinator	\$55,000	0.33	\$18,333
Academic Advisor	\$39,200	1.00	\$39,200
Administrative Assistant II	\$34,000	1.00	\$34,000
Faculty Course Support	\$3,000	0.00	\$3,000
Total	\$250,200	4.33	\$213,533
FY 2018			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	\$64,000	1.00	\$64,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Academic Advisor	\$39,200	1.00	\$39,200
Administrative Assistant II	\$34,000	1.00	\$34,000
Faculty Course Support	\$15,000	0.00	\$15,000
Total	\$262,200	5.00	\$262,200
FY 2019			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Department Chair	\$120,000	0.05	\$6,000
Graduate Coordinator	\$80,422	0.05	\$4,021
Program Coordinator	\$64,000	1.00	\$64,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Field Work Coordinator	\$55,000	0.33	\$18,333
Academic Advisor	\$39,200	1.00	\$39,200
Academic Advisor	\$39,200	0.33	\$13,067
Instructor Coordinator	\$39,200	0.50	\$19,600
Administrative Assistant II	\$34,000	1.00	\$34,000
Faculty Course Support	\$19,000	0.00	\$19,000
Total	\$600,022	6.26	\$327,221
FY 2020			
Name, Position & Rank	Annual Salary	FTE Assignment to	Value of FTE Effort to this

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	Rate	this Program	Program
Department Chair	\$120,000	0.05	\$6,000
Graduate Coordinator	\$80,422	0.05	\$4,021
Program Coordinator	\$64,000	1.00	\$64,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Field Work Coordinator	\$55,000	1.00	\$55,000
Academic Advisor	\$39,200	1.00	\$39,200
Academic Advisor	\$39,200	1.00	\$39,200
Instructor Coordinator	\$39,200	1.00	\$39,200
Administrative Assistant II	\$34,000	1.00	\$34,000
Faculty Course Support	\$20,000	0.00	\$20,000
Total	\$601,022	8.10	\$410,621
5 Year Total	\$1,905,644	26.34	\$1,344,708

The Department Chair, Graduate Coordinator and Program Coordinator will be responsible for:

1. Coordinating with the eCampus Center and interacting with our partner on student recruiting, enrollment and retention
2. External relations with alumni and community
3. Strategic planning and budget management
4. Program operations across all university functions
5. Manage Program staff

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses include typical departmental expenses such as office supplies, postage, subscriptions/memberships, meeting expense, computer supplies. State authorization expense will cover the Program's share of direct state costs related to offering courses in states across the US. Travel and training expenses will cover professional development for Program faculty.

Operating expenses also include a substantial investment in the marketing, recruitment, and **enrollment activities** necessary to compete in a global online market. Those expenses are estimated at 42% of revenues, which is typical of what it would cost the program to contract with an outside entity to provide marketing, recruitment, and enrollment services.

c. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment,

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which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The Program will purchase desktop computers, laptops, printers and related equipment for online instruction for faculty in the Program.

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable

- (5) Provide estimated fees for any proposed professional or self-support program.

The program will not be a self-support program, but instead will operate under the guidelines of the newly revised SBOE Policy III.R as they pertain to wholly online programs. Students will be charged \$450 per credit; that results in a cost of \$27,450 for the entire 61-credit two-year program or \$16,650 for the entire 37-credit advanced standing program.

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APPENDIX A

Master of Social Work—Two Year Program	
<i>Course Number and Title</i>	<i>Credits</i>
Year One—Foundation	
SOCWRK 503 Foundation Social Work Practice I: Individuals	3
SOCWRK 504 Foundation Social Work Practice II: Families and Groups	3
SOCWRK 505 Foundation of Social Welfare Policy	3
SOCWRK 512 HBSE I Human Development Through the Life Cycle	3
SOCWRK 514 Ethnicity, Gender, and Class	2
SOCWRK 515 Foundation Social Work Practice III: Organizations and Communities	3
SOCWRK 521 HBSE II Social Dimensions of Human Behavior	3
SOCWRK 530 Foundations of Research I	2
SOCWRK 531 Foundations of Research II	2
SOCWRK 570 Foundation Field Work I	2
SOCWRK 572 Foundation Field Work II	2
SOCWRK 573 Foundation Practicum Seminar I	1
SOCWRK 574 Foundation Practicum Seminar II	1
Year Two—Advanced	
SOCWRK 506 Advanced Policy and Legislation: Individuals and Families	3
SOCWRK 525 Advanced Social Work Interventions II: Individuals and Families	3
SOCWRK 526 The Evaluation and Treatment of Mental Disorders	3
SOCWRK 532 Advanced Research: Program and Practice Evaluation	3
SOCWRK 550 Advanced Interventions I: Comparative Theories	3
SOCWRK 575 Advanced Social Work Practicum I	5
SOCWRK 576 Advanced Social Work Practicum II	5
SOCWRK 577 Advanced Practicum Seminar I	1
SOCWRK 578 Advanced Practicum Seminar II	1
*Two electives	4
Total	61
*Specialization Electives (2 credits each)	
Selected Topics (Elective options will vary from year to year, and may include these or other pertinent issues.)	
Violence in the Family	Rural Social Work
Substance Abuse	School Social Work
Women's Issues	AIDS Issues
Social Work with the Elderly	Family Therapy
Social Work Supervision	Health Issues
Grant Writing/Administration	Group Therapy
International Social Work	Political Social Work
Social Work with People of Color	
Curriculum Guidelines established by the Council on Social Work Education are available in the School of Social Work office.	

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Master of Social Work— Advanced Standing	
<i>Course Number and Title</i>	<i>Credits</i>
Summer Session	
SOCWRK 513 Advanced Issues in Human Diversity	3
SOCWRK 529 Research and Statistics for Social Work	3
Advanced Year	
SOCWRK 506 Advanced Policy and Legislation: Individuals and Families	3
SOCWRK 525 Advanced Social Work Interventions II: Individuals and Families	3
SOCWRK 526 The Evaluation and Treatment of Mental Disorders	3
SOCWRK 532 Advanced Research: Program and Practice Evaluation	3
SOCWRK 550 Advanced Interventions I: Comparative Theories	3
SOCWRK 575 Advanced Social Work Practicum I	5
SOCWRK 576 Advanced Social Work Practicum II	5
SOCWRK 577 Advanced Practicum Seminar I	1
SOCWRK 578 Advanced Practicum Seminar II	1
*Two electives	4
Total	37
*Specialization Electives (2 credits each)	
Selected Topics	
(Elective options will vary from year to year, and may include these or other pertinent issues.)	
Violence in the Family	Rural Social Work
Substance Abuse	School Social Work
Women's Issues	AIDS Issues
Social Work with the Elderly	Family Therapy
Social Work Supervision	Health Issues
Grant Writing/Administration	Group Therapy
International Social Work	Political Social Work
Social Work with People of Color	
Curriculum Guidelines established by the Council on Social Work Education are available in the School of Social Work office.	

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IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Health Informatics

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G

BACKGROUND/DISCUSSION

Idaho State University (ISU) is proposing this program to meet the need for health informatics training and education for health providers/professionals. A key provision of the American Recovery and Reinvestment Act of 2009 was the Health Information Technology and Clinical Health Act or HITECH Act. This provision included a federal mandate that all public and private healthcare providers adopt and demonstrate “meaningful use” of electronic medical records (EMR). This requirement is tied to the healthcare providers’ Medicaid and Medicare reimbursement levels. Given the size and complexity of the U.S. healthcare industry, this Act has generated enormous demand for health informatics professionals.

Upon completion of this degree program graduates will have the ability to:

- Work collaboratively across disciplines to analyze and solve key issues in health informatics
- Implement and manage health informatics solutions in ways that respect the prevailing culture, organizational context, and policies relating to healthcare
- Assess the information technology needs and resources of individuals, organizations, and communities
- Design health informatics solutions that are appropriate to their context and have a high probability of being successfully deployed
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups

IMPACT

Health informatics practitioners will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid, requiring more health care providers to be available to provide care and, hence, generate more mandated electronic medical records. Graduates of our programs will be prime candidates to be hired by existing health care organizations to provide the health informatics services at an economical cost.

ISU indicates the proposed budget represents existing state appropriated funds that will continue to be allocated to specific core faculty and additional faculty

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support will come from reallocation within the College of Business. No additional administrative resources are needed for the program.

ATTACHMENTS

Attachment 1 – Proposal for Master of Science in Health Informatics Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Master of Science in Healthcare Informatics will require 36 credit hours and students will select from a project option or a thesis option. The project option will require 33 credits of coursework and 3 credits of Informatics Project and the thesis option will require 30 credits of coursework and 6 credits of thesis.

Currently, there are no Health Informatics programs offered among Idaho's public post-secondary institutions. This proposed program is (a) in alignment with ISU's five-year plan and (b) consistent with ISU's service region responsibilities as per Board Policy III.Z.

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

BOARD ACTION

I move to approve the request by Idaho State University to create a new Master of Science in Health Care Informatics.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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RECEIVED

Institutional Tracking No. 2014-09

MAY 15 2015

OFFICE OF THE STATE BOARD OF EDUCATION

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	December 5, 2014
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Business
Name of Department(s) or Area(s):	Informatics and Computer Science

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Health Informatics		
Degree:	Master of Science		
Method of Delivery:	Face to Face, Online-Hybrid		
CIP code (consult IR /Registrar)	51.2706		
Proposed Starting Date:	Fall 2016		
Indicate if the program is: BOTH	<input checked="" type="checkbox"/> Regional Responsibility	<input checked="" type="checkbox"/> Statewide Responsibility	

Indicate whether this request is either of the following:

- New Graduate Program
- New Doctoral Program
- New Off-Campus Graduate Program
- New Off-Campus Doctoral Program
- Contract Program/Collaborative
- Expansion of an Existing Graduate/Doctoral Program
- Consolidation of an Existing Graduate/Doctoral Program
- Discontinuation of an Existing Graduate/Doctoral Program

Thomas A. Ottaway

College Dean (Institution) _____ Date _____

Vice President for Research (as applicable) _____ Date _____

Patty Sanchez 6/12/15

Graduate Dean (as applicable) _____

Academic Affairs Program Manager _____ Date _____

James C. Hetcher 5/7/15

Chief Fiscal Officer (Institution) _____ Date _____

Chief Academic Officer, OSBE _____ Date _____

Jaura Woodworth-Ney 5/6/2015

Chief Academic Officer (Institution) _____ Date _____

SBOE/OSBE Approval _____ Date _____

Arthur VanSledright 5/8/2015

President _____ Date _____

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- [REDACTED]
1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

We are proposing to create a new Master of Science in Health Informatics that will complement ISU's Bachelor of Business Administration degree in Health Care Informatics. In addition to the proposed required and elective courses listed in response to Question 4 of this proposal, the proposed program will build on existing courses from the Health Care Administration Program and the Master of Public Health program.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

This program is intended to meet the need for health informatics training and education for health providers/professionals. A key provision of the American Recovery and Reinvestment Act of 2009 was the Health Information Technology and Clinical Health Act or HITECH Act. This provision included a federal mandate that all public and private healthcare providers adopt and demonstrate "meaningful use" of electronic medical records (EMR). This requirement is tied to the healthcare providers' Medicaid and Medicare reimbursement levels. Given the size and complexity of the U.S. healthcare industry, this act has generated enormous demand for health informatics professionals. Upon completion of this degree program graduates will have the ability to:

- Work collaboratively across disciplines to analyze and solve key issues in health informatics
- Implement and manage health informatics solutions in ways that respect the prevailing culture, organizational context, and policies relating to health
- Assess the Information technology needs and resources of individuals, organizations, and communities
- Design health informatics solutions that are appropriate to their context and have a high probability of being successfully deployed
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

Idaho State University is regionally accredited by the Northwest Commission on College and Universities (NWCCU). Idaho State University has carried this accreditation continuously

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since 1918.

Degrees in Informatics (formerly Computer Information Systems) fall under the accreditation of the Association to Advance Collegiate Schools of Business (AACSB). The College of Business has carried AACSB accreditation on all of its programs since 1975.

The College of Business is currently exploring seeking accreditation for its existing undergraduate degree Health Informatics programs from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and would likely seek CAHIIM's Health Informatics Graduate Education Programs accreditation for this new program. Regardless, all programs that do not hold specialized accreditation are required to be reviewed by external peers on a rotating five year schedule. This review ensures that all programs are of appropriate quality with appropriate course and degree learning outcomes.

In addition to the above accreditations, each of which requires a rigorous evaluation of program quality, Idaho State University has recently introduced a comprehensive, campus-wide, Program Prioritization effort. This effort to analyze program demand and viability will help ensure the quality and viability of all programs on campus.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

In addition to the courses already offered in the Health Care Administration Program and the Master of Public Health program, the following courses will be added to the curriculum:

INFO 5417 Statistical Methods for Data Analytics (3 credit hours)

Encompasses data visualization, descriptive data analysis, ANOVA approaches, correlation and multiple regression and additional modeling topics. Emphasis will be based upon appropriate interpretation of statistical results. All data will include a business or health care context to acquaint students with current statistical practice.

INFO 6528 Electronic Health Records (3 credit hours)

Introduces students to Electronic Health Records (EHR), which aggregate patient health information across healthcare organizations, providers, and consumers. Students will learn the technical infrastructure required for EHRs including distributed architecture, network and security design, and configuration approaches to support these designs. The course may also discuss vendor and product selection along with best practices for deploying and the transition to EHRs. Students will have hands-on learning experience through simulated EHR activities in different roles within an ambulatory care setting. PREREQ: INFO 5507.

INFO 6540 Health Clinical Practicum (3 credit hours)

Provides the students with the opportunity to observe and perform various supervised health informatics related activities in one or more clinical departments. 8 hours per week. NOTE: Some facilities may require a background check. When required, this check will be conducted at the student's expense.

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5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Project Option:

Credit hours required:	30
Credit hours required in support courses:	0
Credit hours in required electives:	3
Credit hours for project:	3
Total credit hours required for completion:	36

Thesis Option:

Credit hours required:	30
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	6
Total credit hours required for completion:	36

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The student must apply to, and meet all criteria for, admission to the Graduate School, and all additional College of Business requirements. Admission to the MSHI program is granted only to students showing high promise of success. The College of Business uses various measures to determine this likelihood. However, the minimum requirement for admission is based on the following formula:

- The sum of 200 times the grade point average in the last 60 credits of course work (4.0 system) plus the total score on the GMAT must equal at least 1150 points.

For applicants from schools with different grading systems a GPA will be inferred as accurately as possible. Also, graduate courses will be included in the upper-division GPA calculation. For applicants with a significant amount of recent upper-division academic course work versus course work that is considerably older, we may choose to consider only the recent GPA.

Individuals holding a current master's degree from a regionally accredited institution may meet minimum requirements and be considered for admission if they meet the Graduate School requirements regarding GRE scores in which case the student is not required to take the GMAT for admission.

All applicants are required to submit a resume outlining work experience and two letters of recommendation.

Please note that no individual can be admitted to classified status in the MSHI program until

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the College of Business has received the applicant's official transcripts and official GMAT/GRE scores.

Applications are accepted at any time. Complete applications are reviewed the first working day of each month up to the Graduate School deadlines for admission.

The Master of Science in Health Informatics is a 36 credit hour program. Students can select from two options: 33 credits of coursework plus 3 credits of Informatics Project, or 30 credits of coursework plus 6 credits of thesis.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	undergrad	Health Science Studies Program has a Health Informatics and Information Management Emphasis area	
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

As this field is relatively new, neither the U.S. Bureau of Labor Statistics nor the Idaho Department of Labor currently collect statistics for the occupation for which this degree prepares the student. As mentioned earlier, a key provision of the American Recovery and Reinvestment Act of 2009 was the Health Information Technology and Clinical Health Act or HITECH Act. This provision included a federal mandate that by January 1, 2014, all public and private healthcare providers must have adopted and demonstrated "meaningful use" of electronic medical records (EMR). With the increase in federal reporting and record management requirements, the demand for expertise in this profession is anticipated to grow significantly.

A 2012 survey conducted by the College of Health Information Management Executives (CHIME), a professional organization of some 1,400 chief information officers and other senior health IT leaders, showed that 67% of healthcare providers are experiencing IT staff shortages. In the CHIME poll, three-quarters of the CIOs said their most pressing need was for

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specialists capable of implementing and supporting clinical applications, such as electronic health records (EHRs) and computerized provider order entry (CPOE). In this survey of healthcare executives, the largest number (37%) said that the skill sets most needed to meet their organization's health IT goals were clinical informatics, followed by systems and data integration (28%), and data statistics and analytics (9%). The IT skills most in demand from insurance companies, CHIME found, were systems and data integration (68%); data statistics and analytics (62%); technology and architecture support (52%); and clinical informatics (52%). The report pointed out that insurance companies' data needs are changing as they move to support providers' efforts to form accountable care organizations (ACOs). Insurance executives said their technology-related offerings to providers include real-time analytics (66%), health and wellness (52%), ACO technologies (42%) and care management technologies (36%). About 40% of drug and device companies said that health economics outcomes research and bioinformatics/data analytics will be important to them in the next three years. Thirty-five percent of pharma and device firms' partner with clinical research organizations, and 31% collaborate with academic medical centers to reduce the cost of R&D. So they need to use analytics for collaboration and IT for more effective communication with external support staff.

<http://www.healthcare-informatics.com/news-item/chime-survey-finds-it-staff-shortages-persist-healthcare-organizations>

- 9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU*	36	56	83	13	50	39	
ISU							
LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

*This data represents 2012-2013, 2011-2012, 2010-2011. BSU's program was transitioning from an Associate of Science to a Bachelor of Science during this period.

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10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

There is no expectation that this program will reduce enrollments in any other programs.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional)			
State			
Nation			

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Please see the attached documents:

- CHIME Survey Finds IT Staff Shortages Persist at Healthcare Organizations
- Demand Persists for Experienced Health IT Staff

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

As mentioned previously, there is increase demand for health informatics professionals due to federal requirements and the implementation of the Affordable Health Care Act.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

No, the primary intent of this program is to meet the increasing demands placed on healthcare providers/professionals with respect to the capture, storage, and use of health-related information.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

The proposed program will be offered face-to-face on the Pocatello campus, via a combination of face-to-face and distance learning technologies in Twin Falls and Meridian, and, once established, via asynchronous online delivery.

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- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

In addition to the Board's 60% goal, this program, while supportive of the overall strategies, primarily meets the following Board Strategic Plan Objectives: Goal 1: Objective A: Access, Objective B: Higher level of educational attainment.

- 14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Learning and Discovery	This program provides a dynamic, relevant curriculum that meets student and workforce needs.
Leadership in Health Sciences	This program will contribute to the broad array of health professions certificate and degree programs.
Community Engagement and Impact	This program will participate in formal and informal partnerships with public agencies and private entities.

Idaho State University has four Core Themes that are derived from our Mission Statement and are a key mechanism for assessment of mission fulfillment. Those Core Themes are 1) Learning & Discovery, 2) Access & Opportunity, 3) Leadership in the Health Sciences, and 4) Economic & Social Impact. This program is supportive of those Core Themes and their supporting Objectives.

- 15. Is the proposed program in your institution's Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes X No _____

- 16. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix D.**

Not applicable.

- 17. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of

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existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

c. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

(2) Equipment/Instruments

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Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?
- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?
- (5) Provide estimated fees for any proposed professional or self-support program.

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Appendix A. Proposed Curriculum

Prerequisite Knowledge (Technical Foundational Knowledge):

INFO 1181 Informatics and Programming I: 3 credit hours. (Existing course)
INFO 1182 Informatics and Programming II: 3 credit hours. (Existing course)
INFO 2285 Software and Systems Architecture: 3 credit hours. (Existing course)
INFO 3307 Systems Analysis and Design: 3 credit hours. (Existing course)
INFO 4407 Database Design and Implementation: 3 credit hours. (Existing course)

Required Courses: Health Informatics Core

INFO 5417 Statistical Methods for Data Analytics 3 credit hours. (New course)
INFO 5520 Health Informatics: 3 credit hours. (Existing course)
INFO 5522 Health Information Assurance: 3 credit hours. (Existing course)
INFO 5524 Healthcare Workflow Process Analysis and Redesign: 3 credit hours. (Existing course)
INFO 5526 Health Data Analytics: 3 credit hours. (Existing course)
INFO 6528 Electronic Health Records 3 credit hours. (New course)
INFO 6540 Health Clinical Practicum 3 credit hours. (New course)
INFO 6670 Project Management: 3 semester hours. (Existing course)
HCA 6625 Healthcare Law and Bioethics 3 credit hours. (Existing course)
MPH 6607 U.S. and Global Health Systems 3 credit hours. (Existing course)

Thesis Option

INFO 6650 Thesis 1-6 credits. (Existing course)

Project Option

INFO 6660 Informatics Project 1-3 credits. (Existing course)

Plus one INFO 6000-level elective such as INFO 6630 Advanced Data Management: 3 semester hours. (Existing course)

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Demand Persists for Experienced Health IT Staff

Executive Summary

With the adoption of the Health Information Technology Act (HITECH) in 2009, healthcare providers anticipated needing a larger pool of qualified IT staff to implement new systems. Because many organizations were expecting to install systems and train clinicians to use them to qualify for incentive payments, many HIT executives predicted that there would be a competitive market for professionals with experience in implementing electronic health records (EHRs) and other clinical systems.

A 2010 survey by the College of Healthcare Information Management Executives (CHIME) affirmed those expectations, with 59 percent of respondents reporting shortages on their IT staffs. Now, in mid-2012, even with two years of focused attention on implementing EHRs at the nation's hospitals, the need is just as acute. CHIME's most recent IT staffing survey found that 67 percent of respondents are experiencing shortages.

The percentage of respondents to the 2012 CHIME CIO survey on IT staffing who expressed concern that staffing challenges will negatively impact their organizations' chances to receive HITECH stimulus fund payments dropped slightly when compared with 2010. In responding to the 2012 survey, a total of 59 percent said shortages either would definitely or possibly affect chances of qualifying for funding, compared with a total of 70 percent who responded in 2010.

Compared with results of the 2010 survey, staff shortages remain largely similar, when results are analyzed by organization type or by various bed size categories. The most recent survey found that 71 percent of respondents reported vacancy rates of less than 10 percent in their IT departments.

Respondents to the 2012 survey indicated that their strategies for dealing with shortages haven't changed much over the past two years – the approach most often mentioned is hiring third-party consultants, although a slightly lower percentage of respondents said they were using consultants in 2012.

Retention of IT staff is a growing concern among CHIME members who responded to the surveys. In 2012, 85 percent of respondents indicated they were worried about retaining IT staff,

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compared with only 76 percent of respondents in 2010. Current concerns about retention may reflect apprehension over the increasing number of IT projects, which include electronic health records, ICD-10 planning in advance of the eventual use of ICD-10 codes, health information exchange initiatives and other efforts that involve IT and impact hospital operations.

In indicating areas of expertise that are most-in need on the IT workforce, respondents to the 2012 survey said that clinical software implementation and support was highest in demand, mirroring results from the 2010 survey. Most CIO respondents said they expect their budgets for IT staff would grow only slightly next year; 66 percent of respondents estimated that their budgets for staffing in 2013 would rise by only 4 percent or less over what was budgeted for 2012. As for the next frontier of needed skills, respondents identified business intelligence, analytics, program management, clinical software and data management to be areas of need.

The 2012 survey also sought to assess the impact of the new national Health IT Workforce Development program, developed by the Office of the National Coordinator for Health Information Technology for the purpose of providing non-degree health IT training programs that can be completed in six months or less. The 2012 survey found that 68 percent of respondents are aware of the community college and university-based training programs, which have graduated 8,000 by July 2012. However, only 12 percent of responding CIOs who know of the programs reported hiring its graduates.

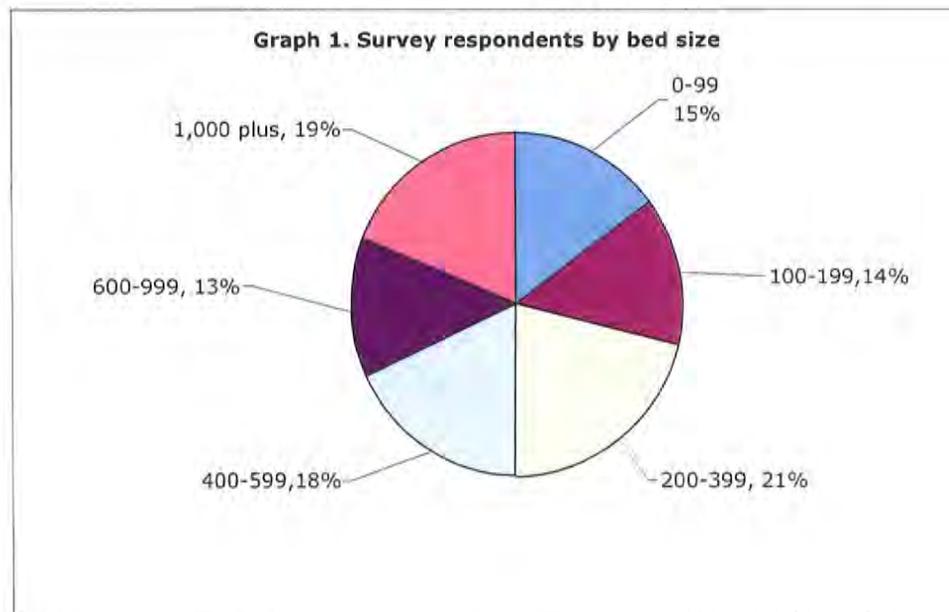
Other results suggest that CIOs currently are looking to fill IT positions with workers who have specialized knowledge of health IT and/or how it can be applied in clinical settings. Most survey respondents said they primarily were interested in applicants with backgrounds in health IT, with some reporting that they were looking for applicants with backgrounds in clinical informatics or having some clinical experience. Applicants with IT experience in non-healthcare settings and prospective employees who come from a non-IT health background also scored relatively well. However, applicants with only education but no experience, or those with only coding knowledge, ranked at the bottom of respondent preferences.

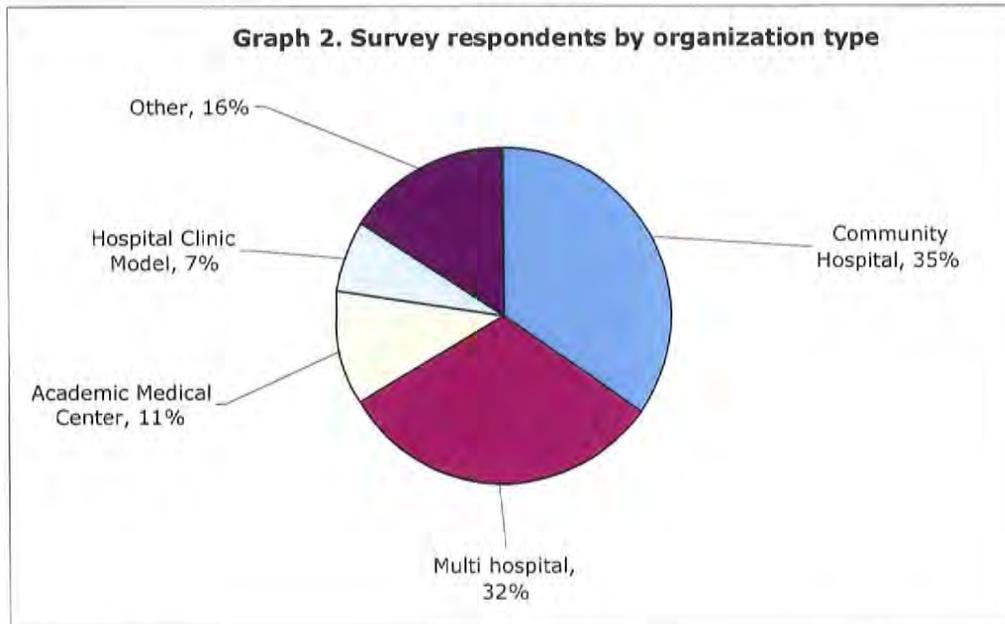
Survey Methodology

CHIME developed the 2012 version of the survey to assess changes in staffing needs since its last survey, conducted in September 2010. The new survey sought to determine:

- CIOs' current perceptions of IT staffing shortages
- How these shortages would affect organizations' deployment of electronic health records and other IT projects
- How organizations are attempting to bolster their IT workforces
- What respondents know about the federal Health IT Workforce Development Program
- What skill sets respondents see as needed by future IT staff

CHIME's membership comprises more than 1,400 chief information officers and other senior healthcare IT executives from a variety of provider organizations, including large hospital systems, community hospitals, for-profit hospitals, and small or rural facilities. CHIME members typically oversee the information services department within their organizations and are leaders in implementing EHRs and other clinical systems. Some 163 CHIME members responded to the Internet-based survey, which was available during July 2012. The graphs below provide information on basic demographics, indicating percentages of respondents by type, bed size and location of healthcare organization.

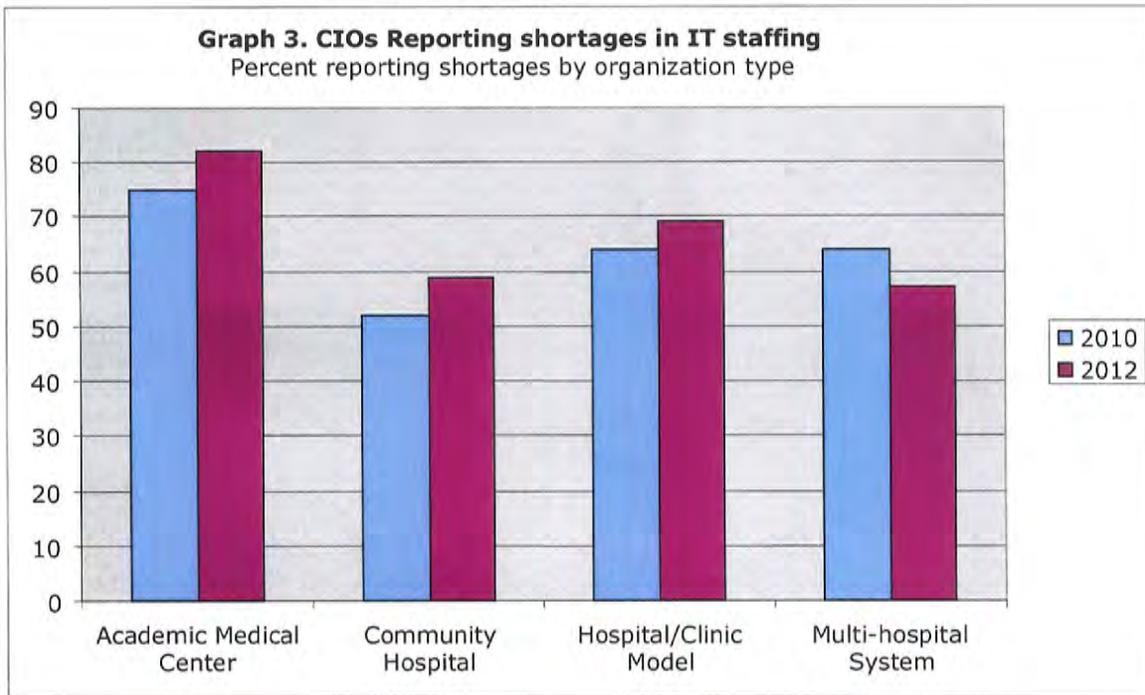




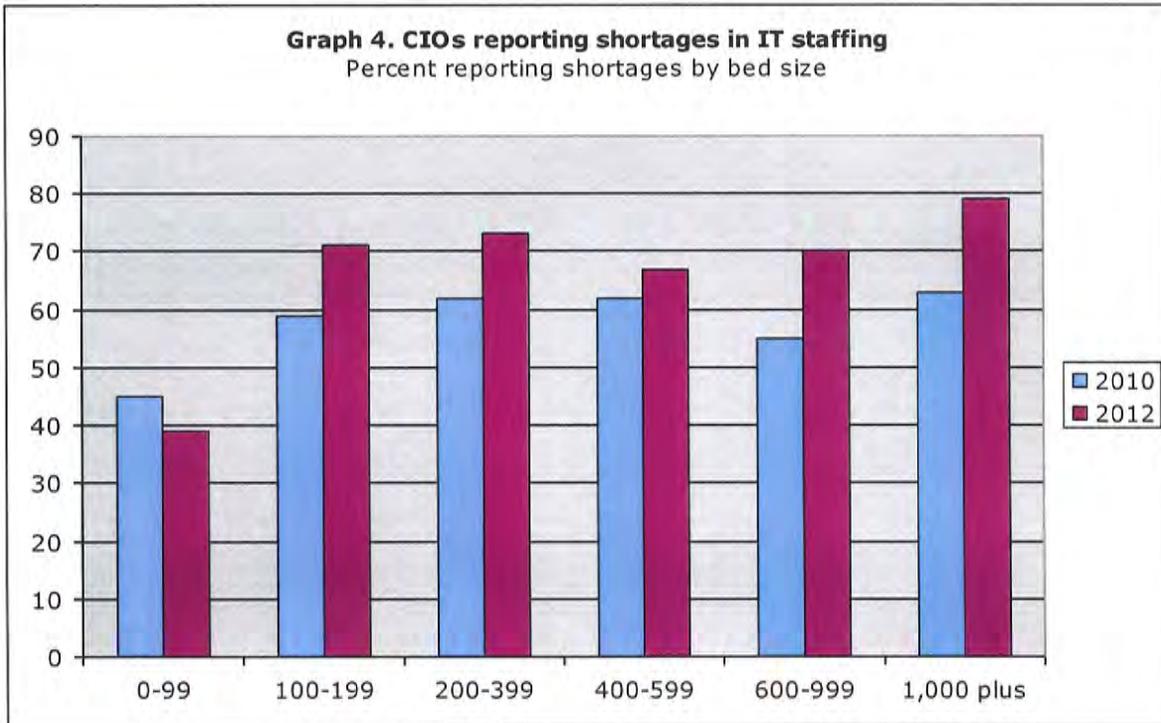
Current Staff Shortages

Some 67 percent of healthcare CIOs responding to the CHIME survey reported IT staff shortages, compared with 59 percent reporting openings on their IT staffs in 2010. Meanwhile, about 33 percent of respondents said they were not experiencing IT staff shortages.

CIOs' responses to this question varied by organization type and bed size group. Respondents from academic medical centers were the most likely to report staff shortages, with 82 percent indicating unfilled positions. Some 69 percent of CIOs from multi-hospital systems; 64 percent of respondents from hospital/clinic model facilities; and 59 percent from community hospitals also reported staff openings (See Graph 3).



When results are analyzed by bed size groups, the percentage of respondents reporting staff openings are fairly consistent, with the exception of respondents from the smallest facilities – only 39 percent of respondents from facilities with fewer than 100 beds reported IT staff shortages, down from 45 percent in 2010. In all other bed size groups, a higher percentage of respondents reported shortages in 2012 vs. 2010; percentages of respondents in the most recent survey reporting staff openings ranged from 67 percent to 79 percent (See Graph 4).



The 2012 survey asked respondents if the majority of their hospitals were located in urban, rural, suburban or a mixture of settings. When asked about staffing shortages, a higher percentage of suburban respondents reported openings (71 percent), with mixed and rural settings reporting slightly lower shortages of 69 percent and 68 percent, respectively. Some 56 percent of respondents from urban settings reported openings.

Percentages of Positions Open

The 2012 survey asked respondents to estimate the percentage of full-time equivalent positions that were open positions on their IT staffs (Table 1). Results for all respondents show that the majority reported that fewer than 10 percent of IT staff positions were open, with 44 percent having fewer than 5 percent of positions, while another 30 percent have 5 to 9 percent of FTE positions open on IT staffs.

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% of positions open	Percent
No Open Positions	3
0 to 4 percent	41
5 to 9 percent	30
10 to 14 percent	15
15 to 19	6
20 percent or more	6

Percentages of positions open, however, can fail to fully represent individual organizations' staffing situations. For example, some large IT departments may have 500 or more FTEs, so a 10 percent shortage represents 50 open positions. Conversely, in smaller organizations with less IT staff capacity, even one opening can seriously impact IT rollouts if that open spot is a key position and no other staff person has expertise in that area.

In analyzing the percentages of FTE positions open by organization type and bed size (Tables 2 and 3), the vast majority of respondents reported fewer than 14 percent of IT staff positions open.

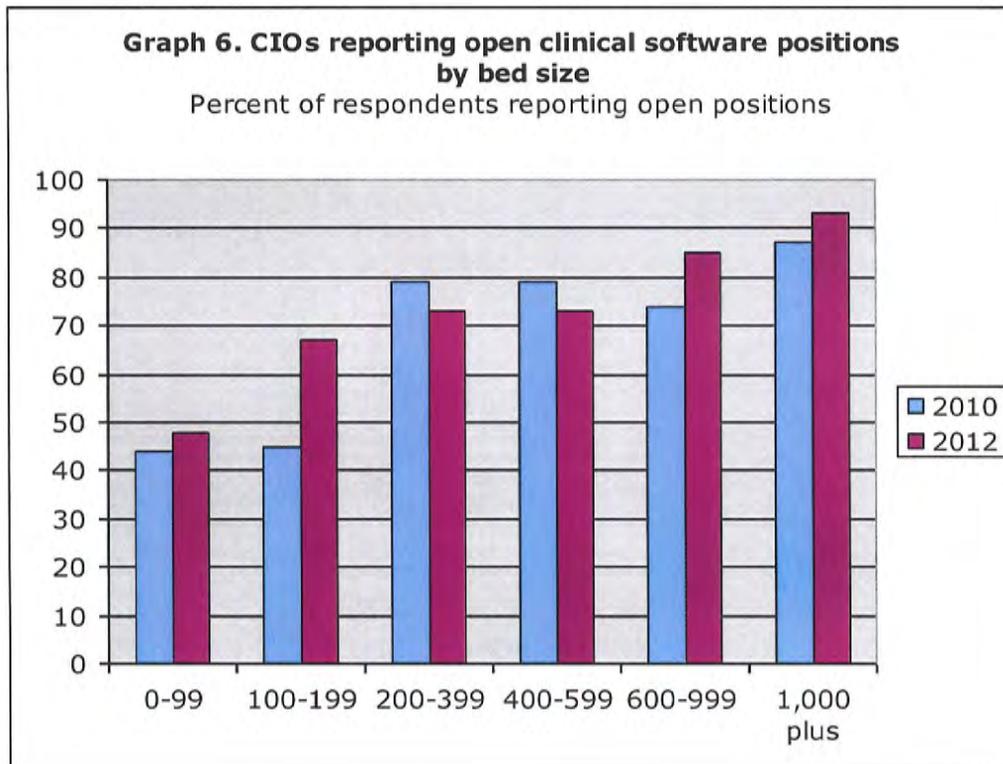
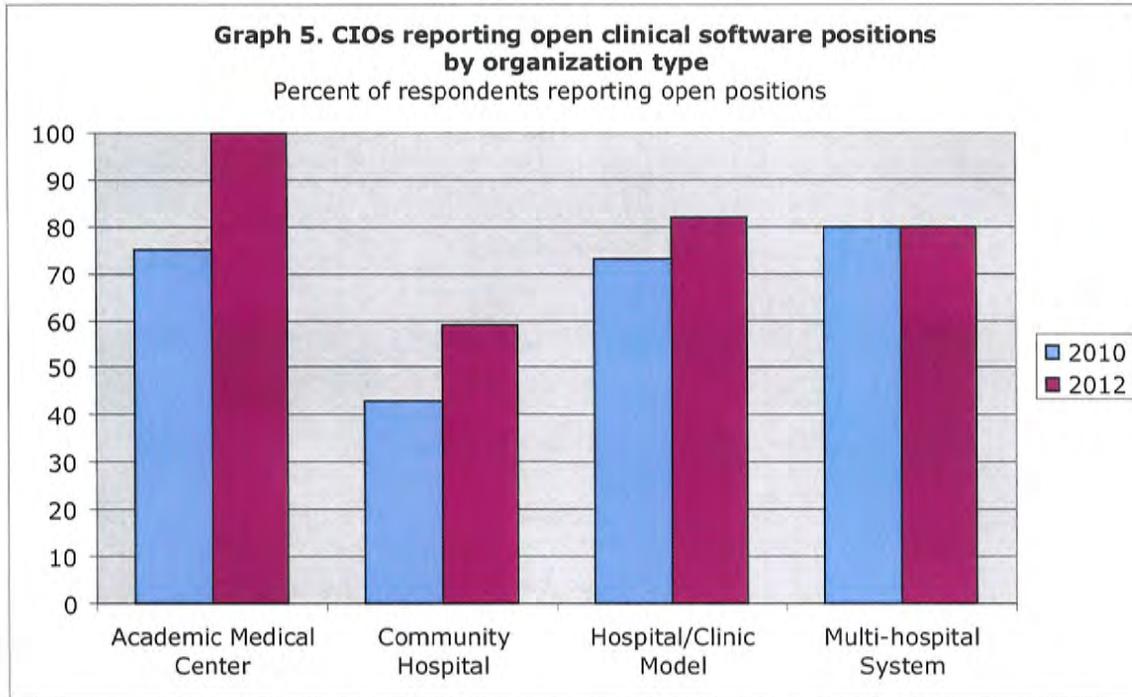
% of positions open	Academic Medical Center	Community Hospital	Hospital/Clinic Model	Multi-hospital System
No Open Positions	0	5	0	2
0 to 4 percent	35	52	36	35
5 to 9 percent	35	20	36	49
10 to 14 percent	24	14	18	8
15 to 19	0	4	0	6
20 percent or more	6	5	9	0

% of positions open	0-99 beds	100-199 beds	200-399 beds	400-599 beds	600-999 beds	1000+ beds
No open positions	4	5	3	3	0	0
0 to 4 percent	44	48	46	37	45	32
5 to 9 percent	9	19	33	47	25	36
10 to 14 percent	13	10	15	10	30	14
15 to 19 percent	9	5	3	0	0	18
20 percent or more	22	14	0	3	0	0

It is not necessarily surprising to see those facilities with fewer beds have higher rates of open FTE positions because each open position represents a larger share of their department's staff. However, this same paradigm means that every staff is likely responsible for more work than their counterparts in larger hospitals.

Highly Skilled IT Staff Still are in Demand

When respondents were asked about the kinds of skills most often in demand, 74 percent of healthcare CIOs said they most need clinical software implementation and support staff, which lead efforts to implement clinical systems such as electronic health records and computerized provider order entry. Graphs 5 and 6 show the percentages of respondents from different types of organizations and bed size groups that indicated openings among clinical software specialists. In terms of other types of job positions open, some 47 percent said they needed infrastructure staff, while 45 percent reported the need to fill business software implementation and support staff. Respondents were able to choose all answers that applied to their situations.



The Impact of Staff Shortages

CIOs responding to the CHIME survey continue to predict that their IT staffing gaps will affect their ability to complete projects and could impair their organizations' ability to qualify for stimulus funding. Some 71 percent of respondents said IT staff shortages could jeopardize an enterprise IT project, up from 62 percent who answered similarly in the 2010 survey.

When asked to assess the impact that IT staffing shortages could have on their organization's ability to receive federal stimulus funding, 13 percent said the shortages "definitely will affect" their chances, compared with 10 percent in 2010; 45 percent said staff shortages "possibly would affect" their chances of qualifying, compared with 51 percent in 2010; and 42 percent said their efforts to obtain stimulus funding wouldn't be impacted by the staffing shortage, compared with 39 percent in 2010.

By hospital type, respondents from hospital/clinic models and community hospitals predicted the most impact of staffing shortages on their chances to receive federal EHR incentive payments. Some 82 percent of respondents from hospital/clinic models, and 65 percent of respondents from community hospitals said staff shortages either would definitely or possibly affect their chances to receive stimulus funding. Some 55 percent of respondents from multihospital systems and 59 percent of respondents from academic medical centers responded similarly.

By bed size group, the biggest impact of staff shortages on receiving stimulus funding was reported by CIOs from smaller organizations. When asked if staff shortages would impair their organization's ability to receive stimulus funding, 75 percent of respondents from facilities with 100 to 199 beds, and 72 percent of respondents from organizations with 200 to 299 beds responded that shortages would definitely or possibly affect their chances. Percentages of respondents by bed size group included 99 beds or fewer, 57 percent; 400-599 beds, 44 percent; 600 to 999 beds, 50 percent; and 1,000 or more beds, 48 percent.

Strategies for Addressing Staff Shortages

In attempting to deal with staff shortages in the face of rising IT demand, CIOs reported using a variety of approaches (Table 4). In the 2012 survey, the leading strategy for coping with shortages was hiring third-party consultants, which was mentioned by fewer respondents than in the 2010 survey. Other top approaches mentioned by respondents included hiring staff within the organization and training them in IT; using a mix of strategies – typically more than one of the choices on the survey – to cope with shortages; or using recruiters to find and place qualified staff.

Table 4. Chief strategies for coping with IT staff shortages	
Hiring third-party consultants	28%
Hiring from within the organization and retraining	20%
Other (multiple strategies)	18%
Using recruiters to find and place qualified staff	15%
Depending on HIT vendors to provide implementation staff	8%
Other kinds of outsourcing	6%
Developing a pipeline of students by collaborating with local colleges and universities	2%

Strategies that were mentioned less frequently in the recent survey included using HIT vendors' implementation staff; using other kinds of outsourcing; and the stand-alone strategy of developing a pipeline of students by collaborating with local colleges and universities.

Most Respondents Aware of Federal Program, Hiring Still in Early Stages

In anticipation of IT staff shortages at healthcare organizations, federal policymakers launched a national workforce program with the hopes of producing 10,500 new health IT professionals annually.

As part of the HITECH Act, the Office of the National Coordinator for Health Information Technology (ONC) funded the Health IT Workforce Development Program to foster a highly skilled health IT workforce. Thus far, ONC has awarded \$116 million in funding to nearly 100 community colleges and universities. By July 2012, more than 8,000 graduates have been trained through these programs.

One of the goals of the 2012 survey was to determine what respondents know about ONC's Health IT Workforce Development Program. The survey found that ONC has been successful so far in promoting the training programs, with two out of every three respondents indicating they are aware of the programs. Hiring of graduates is still in the early stages with 12 percent of responding CIOs who knew of the programs reporting that they have hired graduates.

Most Valued Candidate Attributes

CIO respondents also clearly believe they need IT staff who have some familiarity and/or experience with healthcare in general and HIT applications in particular. In the 2012 staffing survey, CIOs were asked what competencies or areas of knowledge are generally lacking in candidates being considered for IT staff positions; respondents most frequently mentioned that candidates lacked knowledge of healthcare and related IT applications. Also rated high as a concern in hiring decisions were a lack of practical experience; lack of experience with an organization’s system; and an inability to interact successfully with front-line users.

In addition, when CIOs were asked to name the most important attributes and competencies needed by health IT professionals, they most frequently named actual experience in a health IT shop, clinical informatics experience, and education in IT theory and practice in a real-world setting. At the other end of the spectrum, in rating the most important attribute or competency, respondents were least likely to mention coding knowledge, willingness to start “at the bottom” in an IT shop and education in IT theory and practice in a classroom setting.

While health IT still appears to be an area where qualified personnel are needed, it appears that it will take more time before graduates from the federal programs will significantly reduce current staff shortages.

Budget Increases for IT Staff Appear Minimal

In anticipation of budget increases for IT staffs in 2013, more than half of CIO respondents believe their budgets will grow next year to help address staff shortages. However, budget increases for staffing appear to be minimal, and CIOs may use these increases to keep current employees instead of hiring new ones.

Some 52 percent of respondents to the 2012 survey said their organizations will allocate more money to address IT staffing. However, 86 percent respondents said they expect budget increases of less than 10 percent for IT staffing 2013. Furthermore, some 41 percent of respondents said they would try to keep promising employees by paying them more, which could potentially absorb additional budget funds for IT staffing (Table 9).

No increase in budget for IT staff	33
0 to 4 percent	33
5 to 9 percent	20
10 to 14 percent	10
15 to 19 percent	1
20 percent or more	2

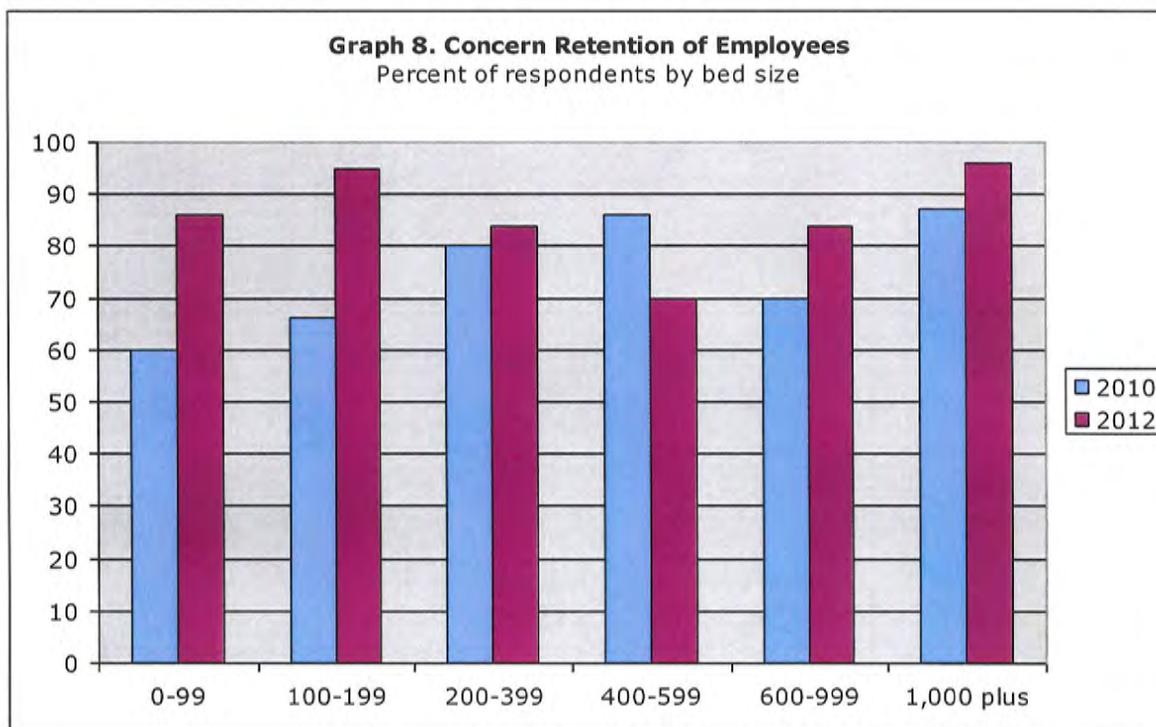
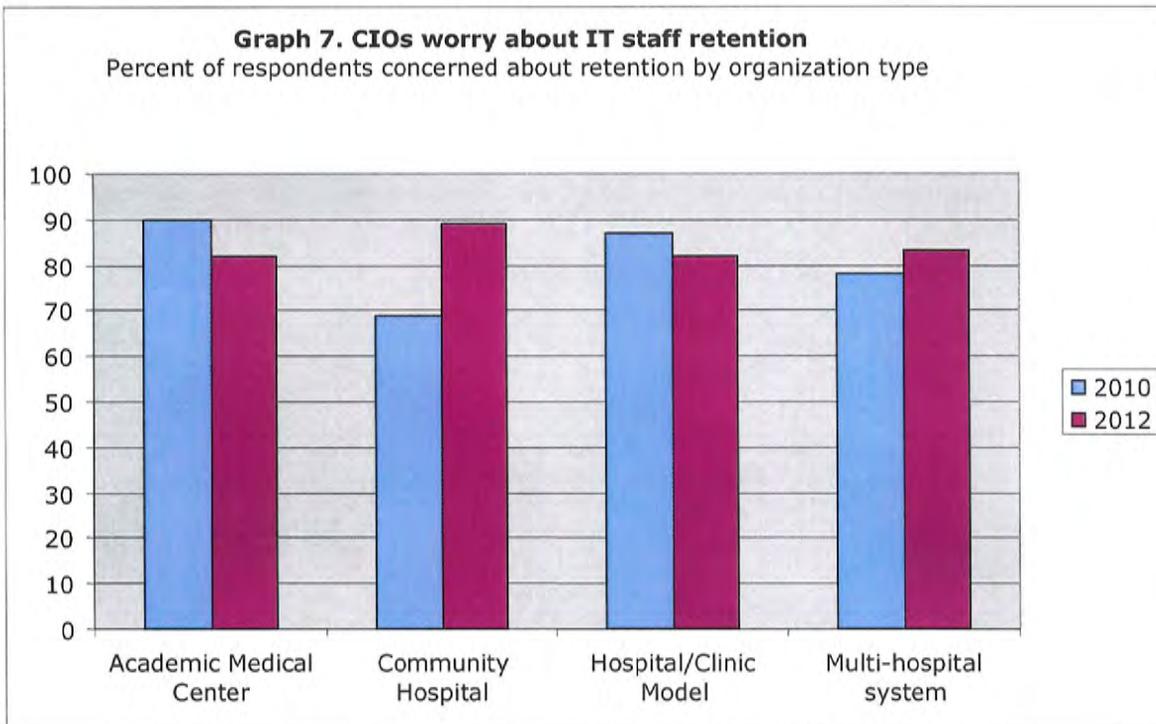
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Perhaps as important as finding qualified applicants to fill open positions, is keeping current staff. In 2010, staff retention was a significant concern with some 76 percent of respondents voicing their worry. In 2012, that number has jumped to 85 percent, signaling that demand for qualified employees is higher than ever with Meaningful Use, ICD-10, health information exchange and other initiatives in full swing.

Respondents to the 2012 survey identified a number of approaches they'll use to retain IT staff. In general, the most popular retention strategies reflect approaches that involve little or no additional cost to the organization, continuing a trend first identified in the 2010 survey. For example, the most frequently mentioned approaches involve employee recognition programs, mentioned by 85 survey respondents, and flexible schedules and telecommuting, being used by 84 respondents

However, the third most frequently mentioned strategies do involve additional expense to the organization – increasing pay for current IT staff and providing additional pay for staff education and development. Some 60 respondents said they were increasing pay for current IT staff to keep them on board while 54 respondents indicated they were providing additional funds toward staff education.

Worries about IT staff retention continue to vary by organization type and bed size, growing among almost all bed size groups (Graphs 7 and 8). CIOs at community hospitals, which are typically smaller and have less access to competitive markets for IT staff candidates, understandably are the most concerned about retaining IT staff, although more than 80 percent of the CIOs in each of the hospital type groups said they were concerned about retention.



About CHIME

The College of Healthcare Information Management Executives (CHIME) is an executive organization dedicated to serving CIOs and other senior healthcare IT leaders. With more than 1,400 members and over 87 healthcare IT vendors and professional services firms, CHIME provides a highly interactive, trusted environment enabling senior professional and industry leaders to collaborate; exchange best practices; address professional development needs; and advocate the effective use of information management to improve the health and healthcare in the communities they serve. For more information, please visit www.cio-chime.org



For Immediate Release

CHIME Survey Finds IT Staff Shortages Persist at Healthcare Organizations

ANN ARBOR, MI, September 26, 2012 – The need for IT staff at the nation’s health organizations remains acute, according to the results of a recent survey of chief information officers, which found that more than two-thirds are reporting shortages on their staffs.

The survey, conducted by the College of Healthcare Information Management Executives, showed that staff shortages are continuing to trouble IT executives. The most recent survey, conducted in July, found a higher percentage of respondents (67 percent) reporting shortages than two years ago, when a similar CHIME survey found 59 percent of respondents reporting staffing shortages.

As in 2010, respondents say they are most in need of specialists capable of implementing and supporting clinical applications, such as electronic health records and computerized provider order entry. Some 74 percent of respondents to the CHIME survey indicated they most need clinical software implementation and support staff, similar to the 70 percent who said they needed clinical implementation and support staff in the 2010 survey.

“Even with two years of focused attention on implementing electronic health records at the nation’s hospitals, in response to federal incentives, it’s clear that staffing is a significant concern for IT executives,” said Randy McCleese, vice president of information systems and CIO at St. Claire Regional Medical Center, Morehead, Ky., and a CHIME board member. “Staff needs aren’t like to abate over the next couple years, as CIOs continue to push to achieve meaningful use targets and switch to ICD-10-compliant applications.”

The percentage of respondents to the 2012 CHIME CIO survey on IT staffing who expressed concern that staffing challenges will negatively impact their organizations’ chances to receive HITECH stimulus fund payments dropped slightly when compared with 2010. In responding to the 2012 survey, a total of 59 percent said shortages either would definitely or possibly affect chances of qualifying for funding, compared with a total of 70 percent who responded in 2010.

Compared with results of the 2010 survey, staff shortages remain largely similar for organization types or in various bed size categories. The most recent survey found that 71 percent of respondents reported vacancy rates of less than 10 percent in their IT departments.

College of Healthcare Information Management Executives
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Phone: (734) 665-0000 · Fax: (734) 665-4922 · staff@cio-chime.org · www.cio-chime.org

Respondents to the 2012 survey indicated that their strategies for dealing with shortages haven't changed much over the past two years – the approach most often mentioned is hiring third-party consultants, although a slightly lower percentage of respondents said they were using consultants in 2012.

Retention of IT staff is a growing concern among CHIME members who responded to the surveys. In 2012, 85 percent of respondents indicated they were worried about retaining IT staff, compared with only 76 percent of respondents in 2010. Current concerns about retention may reflect apprehension over the increasing number of IT projects, which include electronic health records, ICD-10 planning in advance of the eventual use of ICD-10 codes, health information exchange initiatives and other efforts that involve IT and impact hospital operations.

“Retention is important because information systems need constant care and attention once they're implemented,” said George McCulloch, FCHIME, CHCIO, deputy CIO at Vanderbilt Medical Center, Nashville, Tenn. “Clinical systems are complex, are regularly being updated, and new clinical staff must be trained to use them as well. Being able to retain IT staff familiar with an organization's systems is crucial for CIOs.”

The 2012 survey also sought to assess the impact of the new national Health IT Workforce Development program, developed by the Office of the National Coordinator for Health Information Technology for the purpose of providing non-degree health IT training programs that can be completed in six months or less. The 2012 survey found that 68 percent of respondents are aware of the community college and university-based training programs, which have graduated 8,000 by July 2012. However, the new training programs have yet to significantly impact staffing needs, with only 12 percent of responding CIOs reporting that program graduates have been hired.

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Contact:

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Communications Coordinator
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IDAHO STATE UNIVERSITY

**Masters of Healthcare Informatics
College of Business**

PROGRAM IDENTIFICATION

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2016		FY 2017		FY 2018		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	25	25	30	30	36	36	91	91
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY 2016		FY 2017		FY 2018		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							\$0.00	\$0.00
2. Appropriated (New)							\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition	\$127,626.50		\$153,151.80		\$183,782.16		\$464,560.46	\$0.00
5. Student Fees	\$74,824.50		\$89,789.40		\$107,747.28		\$272,361.18	\$0.00
6. Other (Specify)							\$0.00	\$0.00
Total Revenue	\$202,451.00	\$0.00	\$242,941.20	\$0.00	\$291,529.44	\$0.00	\$736,921.64	\$0.00

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

Revised PB
Program Proposal Budget Template
(Baccalaureate, Graduate, Doctorate)
March 7, 2012
Page 1

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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III. EXPENDITURES

IRSA

	FY 2016		FY 2017		FY 2018		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
** 1. FTE	1.50		1.50		1.50		4.50	0.00
2. Faculty	\$149,650.40		\$149,650.40		\$149,650.40		\$448,951.20	\$0.00
3. Administrators								\$0.00
4. Adjunct Faculty	\$0.00		\$14,000.00		\$14,000.00		\$28,000.00	\$0.00
5. Instructional Assistants								\$0.00
6. Research Personnel								\$0.00
7. Support Personnel								\$0.00
8. Fringe Benefits	\$47,315.34		\$47,315.34		\$47,315.34		\$141,946.01	\$0.00
9. Other:							\$0.00	\$0.00
Total Personnel Costs	<u>\$196,965.74</u>	<u>\$0.00</u>	<u>\$210,965.74</u>	<u>\$0.00</u>	<u>\$210,965.74</u>	<u>\$0.00</u>	<u>\$618,897.21</u>	<u>\$0.00</u>

** No new faculty. FTE consists of reallocation of existing personnel.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015**

	FY 2016		FY 2017		FY 2018		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel							\$0.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications							\$0.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies							\$0.00	\$0.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous							\$0.00	\$0.00
Total Operating Expenditures	<u>\$0.00</u>	<u>\$0.00</u>						

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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	FY 2016		FY 2017		FY 2018		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources							\$0.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D. Capital Facilities Construction or Major Renovation							\$0.00	\$0.00
E. Indirect Costs (ITS, overhead, Etc)							\$0.00	\$0.00
TOTAL EXPENDITURES:	\$196,965.74	\$0.00	\$210,965.74	\$0.00	\$210,965.74	\$0.00	\$618,897.21	\$0.00
Net Income (Deficit)	\$5,485.26	\$0.00	\$31,975.46	\$0.00	\$80,563.70	\$0.00	\$118,024.43	\$0.00

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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NORTH IDAHO COLLEGE

SUBJECT

Aviation Flight Training Program Proposal

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

North Idaho College (NIC) proposes to create a new Aviation Flight Training program within the Aerospace Technology department. Aviation Flight Training will provide students with an opportunity to obtain the required courses and flight time necessary to acquire a helicopter pilot's license with the Federal Aviation Administration (FAA). This is a two-year professional-technical program providing students the options of obtaining either an advanced technical certificate or an Associate of Applied Science (AAS) degree.

Helicopter pilots find successful careers in the transportation of people or cargo. Opportunities are worldwide and include careers in industries such as logging, offshore support, law enforcement, agriculture, pipeline and utility support, sightseeing, aerial photography, executive transport and chartered flights, fishing, Emergency Medical Services (EMS), search and rescue, test piloting, crop dusting and more. The state of Idaho has over 38 flight servicing companies listed as potential employers and many more in nearby Washington, Oregon, and Montana. The Unmanned Aerial Vehicle (UAV) aircraft industry also requires a pilot license. This program will provide UAV licensed pilots to fill a workforce need that has been created by Idaho's FAA Agriculture exemption to fly drones. Letters from industry partners supporting the workforce need for this type of program are attached.

NIC has discussed this proposal with the Division of Professional-Technical Education (PTE) and the State of Idaho's Veteran's Administration and will comply with the Veteran's Administration's guidelines, policies, and procedures to allow the usage of educational aid for potential veteran students.

IMPACT

Student tuition and fees will provide funding for all costs of this program. Enrollment in this program will be based on access to helicopter flight time and tuition generation to cover adjunct costs. NIC will not be seeking any state support for this program.

NIC has entered into a contractual agreement with Inland Helicopter, a Washington corporation, which will establish a training facility in Idaho and maintain an Idaho business license, in order to provide flight training; provide the vehicles, maintenance and storage thereof, flight instructors, and liability

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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coverage. NIC will hire and employ qualified adjunct instructors to teach the ground lecture courses. Students will pay tuition that will cover the adjunct expenses and indirect costs. Students will be charged an hourly course fee to fly the helicopters. NIC will reimburse Inland on behalf of the student. Inland will not have access to student records or financial aid.

ATTACHMENTS

- Attachment 1 - Program Proposal - Aviation Flight Training
- Attachment 2 - Letters of Support - Empire Airlines, ADVASO, and
NIC Workforce Training
- Attachment 3 - Contract between NIC and Inland Helicopter, Inc.

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will provide students the skills and training necessary to become an FAA licensed helicopter pilot. NIC has established workforce need through increased demand in the unmanned aerial systems industry and letters of support from industry partners.

In order to provide this training, NIC has entered into a contract with Inland Helicopter, Inc., for facilities, services, equipment, and staff required to provide all flight training for students registered with the college. In addition, NIC will hire qualified adjunct instructors to teach the ground lecture courses on the college campus.

The student cost of training is estimated to be approximately \$22,000 per semester. For that reason, the college will focus recruiting efforts on veterans who qualify for GI Bill education benefits and other potential students residing in Idaho. In order to seek approval for GI Bill Financial Aid eligibility, NIC has submitted the executed Inland Helicopter contract to the Idaho Division of Veteran Services. Prior to the program obtaining this eligibility, it is understood that Inland Helicopter must establish a business location in Idaho and operate from that location for at least two years.

The proposed program aligns with NIC's Service Region Program Responsibilities and is included on NIC's Five-Year Plan update to be considered at the August Board meeting.

The Division of Professional-Technical Education has reviewed the request and recommends Board approval. The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on June 9, 2015. The Instruction, Research, and Student Affairs committee recommended approval at their July 31, 2015 meeting.

Board staff notes that the program proposal was originally forwarded to the former executive director for review and approval consistent with Board Policy III.G., Instructional Program Approval and Discontinuance. Pursuant to

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subsection 3.b.i (2), the executive director can approve, prior to implementation, any new PTE program with a financial impact of less than \$250,000 per fiscal year. The Board approves new programs with a financial impact of \$250,000 or more per fiscal year.

While the proposed program is within the fiscal threshold for executive director approval, the former executive director determined to defer this proposal to the Board for their consideration due to concerns with work force needs and cost to the students. Board Policy III.G.3.b.i.(4) provides that the executive director may refer any proposal to the Board for their review and approval.

The “needs assessment” conducted for the program raised a couple of questions that remain unanswered. Board staff is uncertain as to how many helicopter pilot jobs are actually projected to exist in Idaho. The labor market data provided in the proposal comingles multiple types of piloting under the header “Commercial Pilot.” This data point includes fixed wing pilots, helicopter pilots and UAV pilots. Thus, it is difficult to discern how many helicopter pilot jobs will open in the near future.

Additional questions surround the need for helicopter flight training to be a UAV pilot. This program is being proposed because it allegedly meets demands in a growing UAV industry in north Idaho. The question therefore is whether one needs to be a certified or trained helicopter pilot to be a UAV pilot. Board staff’s research suggests almost no UAV pilot training programs have as a prerequisite that students be fixed wing or helicopter pilots to become UAV pilots. Thus, the second question to which Board staff remains unsure is whether, in order to meet north Idaho’s growing demand for UAV pilots, a helicopter pilot training program is necessary.

As a PTE program, it is within the purview of the State Administrator to recommend approval or not consistent with Board Policy III.G. Were Board staff to recommend approval, it would require answers to the preceding questions.

BOARD ACTION

I move to approve the request by North Idaho College to create a new professional-technical program in Aviation Flight Training that would offer an advanced technical certificate and associate of applied science degree.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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July 2, 2015

TO: Matt Freeman
Executive Director
State Board of Education

FROM: Dwight A. Johnson 
Administrator

SUBJECT: NIC Aviation Flight Training Program Proposal

In accordance with State Board Policy III.G., the enclosed Program Proposal is forwarded for consideration by the State Board for Professional-Technical Education.

North Idaho College (NIC) has requested to add an Aviation Flight Training program to include an Advanced Technical Certificate and an Associate of Applied Science Degree. The proposed program will provide students the skills and training necessary to become an FAA licensed helicopter pilot.

In order to provide this training, NIC has entered into a contract with Inland Helicopter, Inc. (copy attached), for facilities, services, equipment, and staff required to provide all flight training for students registered with the college. In addition, NIC will hire qualified adjunct instructors to teach the ground lecture courses on the college campus.

Student tuition and fees will provide funding for all costs of this program. The student cost of training is estimated to be approximately \$22,000 per semester. For that reason, the college will focus recruiting efforts on veterans who qualify for GI Bill education benefits and other potential students residing in Idaho. In order to seek approval for GI Bill Financial Aid eligibility, NIC has submitted the executed Inland Helicopter contract to the Idaho Division of Veteran Services. Prior to the program obtaining this eligibility, it is understood that Inland Helicopter must establish a business location in Idaho and operate from that location for at least two years.

NIC has established workforce need through increased demand in the unmanned aerial systems industry and a letter of support from Tim Komberec, President/CEO of Empire Airlines.

The Division has reviewed the request and recommends State Board approval.

If you have any questions regarding the enclosed request, please let me know. Thank you.

DJ/slj

Enclosure

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

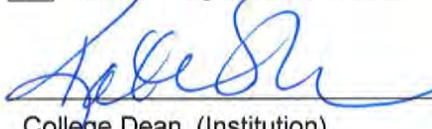
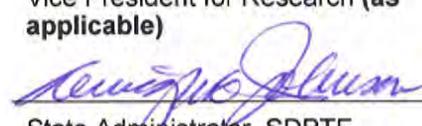
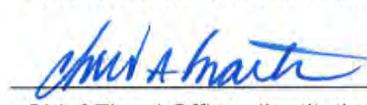
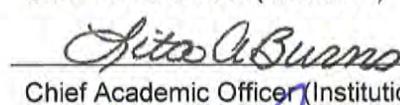
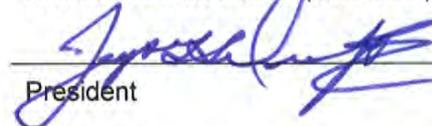
Date of Proposal Submission:	
Institution Submitting Proposal:	North Idaho College
Name of College, School, or Division:	Professional Technical Division
Name of Department(s) or Area(s):	Aerospace Technology

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Aviation Flight Training	
Degree:	Advanced Technical Certificate / AAS Degree	
Method of Delivery:	Traditional Lecture/Lab	
CIP code (consult IR /Registrar)	49.0102	
Proposed Starting Date:	January 2016	
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input checked="" type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

 _____ College Dean (Institution)	<u>5/20/15</u> Date	_____	Vice President for Research (as applicable)	_____	Date
_____	Graduate Dean (as applicable)	Date	 _____ State Administrator, SDPTE (as applicable)	<u>7/2/15</u>	Date
 _____ Chief Fiscal Officer (Institution)	<u>5/21/15</u>	Date	_____	Academic Affairs Program Manager	Date
 _____ Chief Academic Officer (Institution)	<u>5/22/15</u>	Date	_____	Chief Academic Officer, OSBE	Date
 _____ President	<u>5/22/15</u>	Date	_____	SBOE/OSBE Approval	Date

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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Introduction

The Aviation Flight Training program will be a new program for North Idaho College within the Aerospace Technology department. Aviation Flight Training will provide students with an opportunity to obtain the required courses and flight time necessary to acquire a pilot's license with the FAA. No program will be discontinued as a result of this program being adopted.

The state of Idaho has over 38 Flight servicing companies listed as potential employers and many more in nearby Washington, Oregon, and Montana. The nearest part141 approved Helicopter pilot schools are Big Bend Community College, in Moses Lake, Washington; Green River Community College, in Auburn, WA; and Treasure Valley Community College in Ontario, Oregon. This program will fill a regional, state, and nationwide need for qualified licensed helicopter pilots.

Enrollment in this self-support program will be based on access to helicopter flight time and tuition generation to cover adjunct costs. NIC expects this program to begin with low enrollment and will make an internal fiscal decision on the appropriate number of students in a cohort that will provide the amount of self-support dollars necessary to begin the program. NIC will not be seeking any state support for this program.

NIC is located in an exceptional geographic area to train as a helicopter pilot because of the mountain and field terrain. Mountain flying is needed to earn this important rating.

AAS Degree/Advanced Certificate

This is a two-year professional-technical program providing students the options of obtaining either an advanced technical certificate or an A.A.S. degree. The program is intended for students who wish to prepare for a career in aviation flight training as a helicopter pilot. All aviation helicopter flight training classes will be offered through a contractual agreement with Inland Helicopter and taught under Inland Helicopter's FAA Part 141 certificate.

The AAS Aviation Flight Training degree provides the students with an opportunity to obtain 240 flight hours and courses pertaining to turbine helicopters. The Advanced Technical Certificate provides 220 flights hours and excludes instruction and flight time in turbine helicopters. The AAS and the Advanced Technical Certificate both provide the necessary courses and flight time to prepare a student to take the FAA license exam to become a licensed commercial helicopter pilot.

Professional Helicopter pilots are trained as a commercial Helicopter Pilots with additional training in turbine transition ground and flight courses. The addition of turbine certification allows the professional helicopter pilot to operate a wider variety of commercial helicopters and increase their

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employment opportunities in the aviation field. Helicopter pilots find successful careers in the transportation of people or cargo. Helicopter pilot opportunities are worldwide and include careers such as logging, offshore support, law enforcement, agriculture, pipeline and utility support, sightseeing, aerial photography, executive transport and chartered flights, fishing, EMS (Emergency Medical Services), search and rescue, logging, test piloting, crop dusting and more. Unmanned aircraft also require a commercial pilot license.

There are generally two paths to pursuing a career flying helicopters: the civilian path and a military career. All professional helicopter pilots must at least be in possession of a Commercial Rotorcraft License. The typical license progression moves through Student, Private, Commercial, and CFI. Many will acquire their instrument rating between Private and Commercial. The instrument rating, though not mandatory for some jobs, is increasingly becoming either a significant benefit or requirement for many of the better jobs.

The higher the number of flight hours a student can log with an approved FAA instructor, the more ratings and therefore employment opportunities. According to the Bureau of Labor Statistics, the 2012 Median income for commercial pilots was \$98,410. Job market outlook has no change but according to the report, pilots will soon be in high demand due to the changing retirement age. There is a growing need for licensed pilots in the upcoming unmanned vehicle industry; that Idaho has been awarded and an exemption from the FAA to participate in the agriculture sector.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Airline and Commercial Pilots,

<http://www.bls.gov/ooh/transportation-and-material-moving/airline-and-commercial-pilots.htm> (visited March 05, 2015). **Publish Date:** Wednesday, January 8, 2014

Self-Support Model

NIC will enter into a contractual agreement with Inland Helicopter in order to provide students access to flight training in helicopters and with qualified instructors. Inland Helicopter has been working with Big Bend Community College for many years in a similar partnership agreement; providing Big Bend Community College access to helicopters for their program (*see sample contract attached*). Inland will provide NIC access to helicopters as well as hangar for helicopter storage, maintenance of the helicopters and equipment, fuel, 1 million dollars of liability insurance per student, and access to licensed pilots to serve as instructors. Inland has many helicopter model options to instruct students in and will provide students access to flight time in a variety of models to achieve the necessary instrument rating goal to test with the FAA for a license. Inland has indicated they can serve up to 8 students per helicopter, per day for flight instruction.

NIC will hire and employ qualified adjunct instructors to teach the ground lecture courses. Qualified flight instructors will be provided by Inland Helicopter to teach the flight lab classes as part of a course fee. Students will pay tuition that will cover the adjunct expenses and indirect costs. Students will be charged an hourly course fee to fly the helicopters. NIC will assist students in finding financial aid and assistance to cover the cost of this program. Inland will bill NIC per month the number of course fee hours each student has accumulated in flight time hours. NIC will pay Inland on behalf of the student. Inland will not have access to student records or financial aid. The FAA and Veterans Administration has criticized private schools that collect the flight costs up front and have the potential to close its doors before the student finishes their training. FAA and VA are supportive of

NIC 5/12/2015

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community colleges collecting money and acting on behalf of the student as a pass through for flight fees between the student and flight school. Veterans who have access to the GI bill funding, will be able to cover the costs of this program and training because of the community college connection.

NIC feels fortunate to be able to enter into a contractual agreement with Inland Helicopter in order to provide students access to such an exclusive program. NIC is unable to provide the resources to start a flight program therefore the relationship with Inland Helicopter is provided through a contractual agreement to protect NIC and the students participating in the program. Although the cost of tuition to students who seek a professional helicopter pilot license can be considerably high dependent on the number of flight hours a student participates in, students save a considerable amount of money participating in this program through a community college. The assumed cost of this program to an NIC student is expected to be \$60,000 to \$70,000. Big Bend Community College advertises a total estimated cost of \$64,000 to \$84,000. Students who seek this license through private flight schools can expect to pay between \$75,000 and \$100,000 to gain the hours necessary to become a licensed pilot. It is significantly less expensive for a student to take ground courses at a community college tuition rate than the rate of private flight schools. Most private schools provide a minimum nonrefundable deposit of 25% tuition before beginning training (BellHelicopter, http://www.bellhelicopter.com/en_US/Training/TheAcademy/PaymentPolicy/PaymentPolicy.html).

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

Successfully meet the outcomes of FAA approved flight training curriculum consisting of approximately 220 - 240 hours of flying time.

Successfully meet the outcomes of the FAA Part 141 approved flight and ground school curriculum which includes formal classroom instruction divided among seven required subjects.

Meet the required FAA eligibility qualifications based on flight time hours and successful completion of ground course for one or more of the following in order to sit for an FAA exam:

- FAA approved Roto-craft (Helicopter) Student pilot License
- Private pilot License
- Commercial Pilot License
- Commercial Flight Instructor Pilot License

Become a FAA licensed pilot and enter the workforce.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

a) NIC's Aerospace Technology Aviation Flight program will seek approved curriculum through

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NIC's curriculum council.

- b) A strong and active Aviation Advisory Committee offers industry guidance on curriculum and employer needs. The advisory committee will meet twice per year.
- c) Program Review every five years; annual updates to program review action plans; quarterly and annual reporting to the Department of Labor.
- d) Program will be included in the college's accreditation by the Northwest Commission of Colleges and Universities.
- e) Students will successfully satisfy requirements to sit for industry recognized FAA exam to obtain a Commercial Aviation Pilot License.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

Please see attached SBPTE Attachment B forms that outline new course titles and descriptions of proposed certificate and degree.

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

Advanced Technical Certificate

Credit hours required in major:	.45
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	8-10
Credit hours in required electives:	
Total credit hours required for completion:	53-55

Associate of Applied Science Degree

Credit hours required in major:	48
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	15
Credit hours in required electives:	
Total credit hours required for completion:	63

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

No Aviation Flight programs are offered in the State of Idaho.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution

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BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

NIC projects this program to have the potential to be low enrolled due to the high course fee costs. NIC has been in contact with Big Bend Community College in regards to their student enrollment numbers who have indicated that enrollment is determined by access to financial assistance. Big Bend currently runs between 10 and 20 students a quarter. Veterans have a financial advantage in this program due to the assistance provided by the GI Bill. NIC's Aviation Flight program's goal will be to enroll up to 24 students per lecture ground class and cohorts of no more than 8 students in flight classes. However, since this program will be ran through a self-support model, NIC will determine the adequate number of students in a cohort to run the program.

NIC will enter into a contractual agreement with Inland Helicopter to offer this program in partnership under Inland's FAA part 141 certificate approval. Inland will own, maintain, and house all helicopters. Inland will provide flight instructors and schedule flight times with students in order to meet the FAA's required flight training hours. Inland will operate flight times with an 8:1 instructor/student ratio per helicopter. The cost of flight instruction to the college is minimal and therefore can be afforded to any number of students from 1 to 8 students per cohort. Aviation ground classes are lecture in nature and enrollment will be set by the college to be as efficient as possible with regard to college resources. Tuition generated will cover the cost of the adjunct instructor and indirect costs for the use of the facilities and classroom.

NIC would like to see 24 students per year enrolled in the aviation flight program. Veterans and students will be attracted to aviation flight with the adoption of Prior Learning Assessment and the future approval of financial aid assistance with regards to GI bills. There are no institutions of higher education offering this opportunity within the state of Idaho and yet a growing commitment from the state to focus on Aerospace/Aviation industries and employment opportunities. In 2011, the Idaho Aerospace Alliance (IDA) was formed to promote and expand the Idaho economy. IDA is comprised of aviation and aerospace related companies committed to growing the industry sector. As the country, state, and region moves closer to the adoption of unmanned aerial vehicles for commercial use, there

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will be an increased demand for licensed pilots required to fill an industry need and fly UAVs. North Idaho is the perfect setting for students to achieve specific instrument ratings that will afford them increased employment opportunities such as mountains, logging, fire to name a few.

Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

North Idaho College is seeking to begin this program January 2016 beginning with at least 8 – 24 students. Students will be allowed to enter into the program spring and fall semesters in order to maintain efficient enrollment management. NIC will apply to the Veteran’s Administration for GI Bill financial aid eligibility status. If enrollment exceeds capacity, then a selective process will be approved by NIC.

NIC estimates that 8 to 16 students will enroll each year thereafter and 16-20 students will graduate from the Aviation Flight Program fall 2017, spring 2018, and fall 2018.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
NIC	16	24	24	0	10	16	65%

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

N/A

8. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No this program has the potential to increase enrollment at NIC. Students in the existing program under Aerospace Technology will be exposed to another career option; aviation flight.

9. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.

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COMMERCIAL PILOTS (INCLUDES HELICOPTER)

Educational Requirement – High School Diploma or equivalent

Source:

<http://lmi.idaho.gov/projections/OccupationalProjections>

<http://www.bls.gov/ooh/transportation-and-material-moving/airline-and-commercial-pilots.htm#tab-6>

Commercial Pilots	Year 2015	Year 2016	Year 2017	Total
State	291	298	335	924
Nation	38,680	39,040	39,400	117,120

Commercial Pilots	Long Term Year 2012	Year 2022	% Change
State	263	333	26.6%
Nation	37,600	41,200	9%

Idaho State Measure Names	SOC Code	SOC Title	Measure Values
Annual Median Wage	53-2012	Commercial Pilots	\$56,510
Hourly Median Wage	53-2012	Commercial Pilots	
Annual Openings due to Growth	53-2012	Commercial Pilots	7
Annual Openings due to Replacement	53-2012	Commercial Pilots	8
Annualized Growth Rate	53-2012	Commercial Pilots	2.388
Percent Change	53-2012	Commercial Pilots	26.616
Net Change	53-2012	Commercial Pilots	70
Projected Employment	53-2012	Commercial Pilots	333
Base Employment	53-2012	Commercial Pilots	263

SOC 53-2012 COMMERCIAL PILOTS

Source: EMSI Data – Educational Requirements – High school Diploma or equivalent

Commercial Pilots	2016 Jobs	2017 Jobs	Change	Annual Openings	Median Hrly \$
State	278	287	3%	17	\$34.42
Region 1	27	29	7%	2	
Regional	2,647	2,681	1%	122	\$34.69
Nation	42,177	42,86	1%	1849	

Regional Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based

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on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

Regional Data Sources

This report uses state data from the following agencies: Idaho Department of Labor; Montana Department of Labor and Industry, Research and Analysis Bureau; Oregon Employment Department, Oregon Labor Market Information System; Utah Department of Workforce Services; Washington State Employment Security Department, Labor Market and Economic Analysis Branch; Wyoming Department of Employment, Research and Planning

State Data Sources

This report uses state data from the following agencies: Idaho Department of Labor

- a. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

North Idaho College will be following the state's lead to focus on growing the Aerospace Industry by providing opportunities to students to become licensed commercial pilots. According to the data above, Idaho is expected to see a 26.6% growth increase in commercial pilots by 2022. The Aviation Flight Training program will be able to provide training for those students wishing to enter Idaho's Aviation Helicopter Industry.

- b. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Using the data obtained from the United States Department of Labor - Bureau of Labor Statistics and the Idaho Department of Labor's Occupational and Industry Projections (as listed in the tables above) there is expected to be 26.6% growth and a demand for commercial pilots by the year 2022. A Commercial Pilot's salary is based on instrument ratings and flights hours. Based on the data above, the average annual salary for a commercial pilot is over \$56,000.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Idaho students do not have access to a state institution for higher education to obtain a degree in Aviation Flight Training. North Idaho College intends to be the leader in Aerospace and Aviation through our Aerospace Center for Excellence. This program is intended to meet the regional, state, and national employment needs for qualified commercial helicopter pilots.

10. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The FAA will not allow for lecture or lab courses to be offered online or without the presence of a licensed instructor.

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11. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. This question is not applicable to requests for discontinuance.

STATE BOARD OF EDUCATION GOAL	PROGRAM GOAL
<p>GOAL 1: A WELL EDUCATED CITIZENRY <i>The educational system will provide opportunities for individual advancement.</i></p> <p>Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.</p>	<p>FAA recognizes the Aviation Flight program/ course outcomes. Students participating in this program who are successful, are eligible to take the licensing exam. Students who pass the FAA exam are certified and licensed as a commercial helicopter pilot.</p>
<p>Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Percent of Idahoans (ages 25-34) who have a college degree or certificate.</p>	<p>Program outcomes for students to have earned an AAS degree and have the potential to enter the workforce - 26 students in three years.</p>
<p>Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce</p>	<p>Program outcomes for students entering into the workforce and earning a living wage within three years.</p>
<p>GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.</p> <p>Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society</p>	<p>An industry partnership affords the opportunity to offer a high cost, high impact program – aviation flight. Students will take general education core courses. The knowledge, skills, and abilities required to work in the aviation flight/commercial pilot industry are high-level and rigorous.</p>

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12. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
<p>Mission: North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.</p> <p>This program meets three of the five strategic goals of this mission. These three goals are:</p> <ul style="list-style-type: none"> • <u>Student Success</u> - A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life • <u>Educational Excellence</u> - High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes • <u>Community Engagement</u> - Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs 	<p>The Aerospace Aviation Flight program supports the general mission of the college by:</p> <ul style="list-style-type: none"> • Increasing access to educational opportunities for its students. • Responding to employer demand for graduates in a range of specializations. • Expanding the ability of North Idaho College to respond to the economic and workforce development needs in northern Idaho. <p>NIC Strategic Goals: NIC 2012-2016 Strategic Plan:</p> <p>Goal 2 - Educational Excellence, Objective 1: Evaluate, create, and adapt programs that respond to the educational and training needs of the region. The new Aviation Flight program will meet emerging needs in the state of Idaho. Employment projections for commercial pilots in Idaho and nationally is on the rise. Community Colleges can provide a complete academic experience as a partner with the FAA's required curriculum.</p> <p>Goal 3 - Community Engagement, Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.</p> <p>The Aerospace Aviation Flight program is working with several local partners including Empire Airlines, ADVASO and the Coeur d'Alene Airport. These partners are committed to acting as industry advisors, providing work-based learning activities, feedback for curriculum development, and helping to secure additional resources.</p> <p>Goal 3 - Community Engagement, Objective 2: Demonstrate commitment to the economic/business development of the region.</p> <p>In 2011, the Idaho Aerospace Alliance (IDA) was formed to promote and expand the Idaho economy. IDA is comprised of aviation and aerospace related companies committed to growing the industry sector. The IDA endorses NIC's Aerospace programs and will assist with identification of job openings, skills and qualifications needed for employment, and act as subject matter experts, industry representatives and advisory board members.</p> <p>Goal 5 - Stewardship, Objective 1: Exhibit trustworthy stewardship of resources.</p> <p>The Aviation Flight program will be offered through a contractual partnership with an industry partner that will limit the amount of resources NIC will need to commit to the program. NIC will utilize community partnerships to secure fiscal and in-kind resources to assist in sustaining program activities. Since the curricula must remain sensitive to the evolving industry, NIC will solicit employers to invest their training budgets into the aerospace programs thereby reducing program and service replication. Tuition dollars, state funding, and industry and NIC Foundation support will sustain funding beyond the life of the grant. Please see webpages for the full North Idaho College Strategic Plan.</p>

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14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

Aviation Flight - Helicopter program has just been added to NIC's five year plan. NIC is meeting the Aerospace industry's state and regional workforce growing need by providing an opportunity to train helicopter pilots.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students will learn about this program through instructor visits to area high schools, advisory members, former students, special events such as career fairs and a local event called Hard Hats, Hammers, and Hot Dogs which is sponsored by local industry and North Idaho College. Recruiting efforts will focus primarily to the state of Idaho, and veteran students.

NIC's partner, Inland Helicopter will also be required to participate in the recruitment effort on behalf of NIC.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program to Begin Jan. 2016 FY16

Self Support Model

Model	Students	Sub-total	Total
Revenue:			
• Tuition	8 @ \$1,800 semester	\$14,400	
• Course fees	8 @ \$20,000 semester	\$160,000	\$174,400
Expenses:			
• Adjunct (include benefits) COSTS	\$865 @ 15 credits	\$13,200	
• Flight time costs	8 @ \$20,000	\$160,000	
• Supplies	\$1,200	\$1,200	\$174,400

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Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
2. Appropriated (New)	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
3. Federal	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
4. Tuition	\$14,400.00		\$14,400.00		\$14,400.00		\$43,200.00	\$0.00
5. Student Fees							\$0.00	\$0.00
6. Other (Specify) Flight fees	\$160,000.00		\$160,000.00		\$160,000.00		\$480,000.00	\$0.00
Total Revenue	\$174,400.00	\$0.00	\$174,400.00	\$0.00	\$174,400.00	\$0.00	\$523,200.00	\$0.00

B. EXPENDITURES

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	\$13,200.00		\$13,200.00		\$13,200.00		\$39,600.00	\$0.00
2. Operating	\$1,200.00		\$1,200.00		\$1,200.00		\$3,600.00	\$0.00
3. Equipment	\$ -		\$ -		\$ -		\$0.00	\$0.00
4. Facilities	0		0		0		\$0.00	\$0.00
5. Other (Specify) Flight Fees	160000		160000		160000		\$480,000.00	\$0.00
Total Expenditures	\$174,400.00	\$0.00	\$174,400.00	\$0.00	\$174,400.00	\$0.00	\$523,200.00	\$0.00
Net Income (Deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Flight Fees are a pass through from student to Inland Helicopter. Not a college expense

**CLIENT SERVICES
CONTRACT BETWEEN
NORTH IDAHO COLLEGE
AND
INLAND HELICOPTER**

This contract is made and entered into by and between North Idaho College, hereinafter referred to as the "COLLEGE," and the below named firm, hereinafter referred to as "CONTRACTOR."

Inland Helicopter
5505 East Rutter Ave.
Spokane, WA 99212
509-534-9114
IBI: 602572842

PURPOSE

The purpose of this contract is to provide flight training to students of the COLLEGE as outlined in this contract. Due to the procedures required by the Veteran's Affairs (VA) Office and college policies, this contract requires additional approvals. It is the intent of the COLLEGE to submit this contract to the VA for VA approval for the Program.

SCOPE OF WORK

- I. The CONTRACTOR will provide services and staff, and otherwise do all things necessary, for or incidental to the performance of work as set forth below:

Provide helicopter training for those students currently enrolled at the COLLEGE.

- 1) Maintain an Idaho business license for Flight Training and operate within the state of Idaho for at least two years.
- 2) Provide flight instruction under Federal Aviation Regulations (FAR) Part 141 both dual and solo for the benefit of the students enrolled in flight certification courses. Training for COLLEGE aviation students, pursuing flight certification and ratings, shall be done in a timely manner.
- 3) Flight training and pilot debriefing shall be done during the normal work day and work weeks of the COLLEGE.
- 4) All training for certificates and ratings for Helicopter Pilots shall be done in a manner approved by the Federal Aviation Administration (FAA), under FAR Part 141, and that all aircraft utilized in such training be similarly approved.

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- 5) The CONTRACTOR shall have flight instructor and appropriate aircraft available for scheduled training to fulfill the needs of COLLEGE aviation students in a timely manner. All aircraft shall be based at Coeur d'Alene airport. All flight operation in instruction for the specific phase of training shall commence and terminate at the respective airport unless otherwise authorized by appropriate COLLEGE officials. Overnight training flights must receive prior approval from the CONTRACTOR's chief flight instructor or the designated assistant. All aircraft administrative personnel and flight instructors necessary to fulfill COLLEGE aviation student's helicopter training requirements shall be employed by the CONTRACTOR and have received syllabus training.

- 6) The CONTRACTOR shall provide the COLLEGE with a Standard Operating Procedure (SOP) manual for approval by the COLLEGE aviation faculty. The COLLEGE may request and the CONTRACTOR must provide a revised SOP as required by the Aviation Faculty of the COLLEGE. SOP revisions must be requested by the COLLEGE after June 15th of each year and prior to August 1st of each year. Guidance for the development and revision of SOP shall be obtained from appropriate Federal Aviation Regulation FAR and Advisory Circulars (AC) and Aeronautical Information Manual (AIM). The adopted SOP shall be the policy and no changes shall be made without approval of COLLEGE aviation faculty and shall include the following:
 - a) Flight student regulations
 - b) Equipment requirements
 - c) Cost of flight training
 - d) Methods of payment
 - e) Safety procedures
 - f) Change of business operation or location
 - g) Dress code
 - h) Training areas
 - i) Training Syllabus, including specific standard procedures for conducting all the "tasks" for each course of instruction as outlined under 'Areas of Operation' in the Practical test Standards published by the Federal Aviation Administration
 - j) Auxiliary training fields
 - k) Off airport landings
 - l) Mechanical malfunctions

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- m) Scheduling policies: Priority scheduling, no shows, waiting lists
- n) Evaluation and debriefing procedures
- o) Sample "progress sheets" to be used in student progress folders
- p) Harassment training, workplace safety, financial aid and following school policy.

A new copy of the SOP manual shall be provided to each student prior to the first training session. This SOP manual shall be a combination of the CONTRACTOR's SOP and the COLLEGE's Manual, with appropriate input from both parties.

- 7) The CONTRACTOR shall maintain a student progress folder which shall include:
 - a) Number of times (per week) each student schedules
 - b) A computerized tracking or manual tracking system of what occurred during flight to include:
 - i) Lesson number
 - ii) Completion or reason for not completing (i.e. mechanical, weather, student no show, etc.)
 - c) A written evaluation of each flight stage check will be put in the student's folder.
- 8) The CONTRACTOR agrees to the following training practices:
 - a) The COLLEGE has the right to review any student folder upon request.
 - b) The CONTRACTOR must submit to the COLLEGE Aviation program one copy of the flight records and TSA records for each student who completes or discontinues the program.
 - c) The CONTRACTOR and COLLEGE shall hold meetings within two weeks of request by either party, except where the nature of the meeting is to discuss safety issues, in which cases meeting will take place within 24 hours of request.
 - d) The COLLEGE aviation faculty has the right to monitor the CONTRACTOR'S operation and shall have the right to first refusal to administer all flight stage checks, but only flight stage checks that the COLLEGE personnel are authorized and qualified to perform.
 - e) The COLLEGE and the CONTRACTOR jointly will establish the maximum number of students on active status for the flight training each semester. The maximum number of flight training students for the semester on active status shall be determined by the

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COLLEGE and the CONTRACTOR. The CONTRACTOR must assure that sufficient quantity and quality of instructors and aircraft are available to meet flight training obligations for COLLEGE aviation training requirements.

- f) The COLLEGE shall coordinate with the CONTRACTOR overall student management practices to include: extended delays of training, family emergencies, and discipline problems. Students have the same rights and responsibilities as other students in the aviation program regarding deficiencies or program concerns. The COLLEGE has the right to become involved in CONTRACTOR operations to avoid situations which the COLLEGE believes may be detrimental to the aviation program and/or the COLLEGE's students. This includes requiring the CONTRACTOR to adopt or revise the SOP to comply with the COLLEGE's requirement for training, provided such changes shall be consistent with FAR 141 training requirements.
 - g) The COLLEGE will provide ground school training; students will pay regular college tuition for this class.
 - h) In the event an aircraft is scheduled to be grounded for more than 15 days and there is no similar model available, funding will be reimbursed to the student and the student will pay for training with another provider.
- 9) CONTRACTOR agrees to provide the following described aircraft (helicopter) for the services set forth at the following rates:

Each Vendor Will List Out Their Equipment List and Prices	Cost Per Hour of Instruction	Cost Per Hour for Rental	Fuel Surcharge Per Hour	Estimated Miscellaneous Costs Per Semester
Robinson R22	\$30.00	\$265.00	NA	NA
Robinson R44	\$30.00	\$490.00	NA	NA
Fly It Sim	NA	\$130.00	NA	NA
Bell 206	\$30.00	\$1,020.00	NA	NA

The prices above shall be fixed for the term of the contract except when fees may be adjusted based on the cost of aviation fuel. The CONTRACTOR shall then give 60 days' written notice to any cost increase.

A fuel surcharge may be only added when and if the aviation fuel costs increase exceeds 10% of the base cost established each semester. The fuel surcharge factor is a fuel burn rate of gallons per hour. Fuel surcharges will be computed by subtracting the base cost of aviation fuel from the current cost, then multiplying by the factor and then multiplying by the hours the aircraft was rented. The base of Avgas is at the time of this contract is \$5.49/gal and Jet-A at the time of this contract is \$4.39/gal.

In no case during the course of this agreement may rates exceed those available to the general

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public for similar equipment, service, fuel and insurance packages.

10) The CONTRACTOR further agrees to the following aircraft specifications:

- a) The CONTRACTOR must maintain a fleet of at least 1-2 training aircrafts. Current lease agreements or proof of ownership indicating the CONTRACTOR has sole use of the aircraft must be furnished at the time of contract submittal.
- b) No aircraft in the fleet shall be older than 25 years old, without special permission from the COLLEGE, or have a total airframe time in excess of 12,500 hours. The average age since manufacture of all aircraft shall not exceed 20 years.
- c) Instrument cross-country trainings shall have a minimum of the following operational equipment:
 - 1. At least one Nav/Comm
 - 2. Transponder with encoding altimeter
 - 3. IFR Certified GPS
- d) CONTRACTOR must provide detail of manufacturer and model of radio equipment prior to final contract execution and designated these to be used for instrument training.
- e) No aircraft shall be used for training purposes having malfunctioning or inoperative electrical, avionic or mechanical components unless those items have been disabled, placarded, and determined to be not required by FAA regulations for the training operation planned.

11) The CONTRACTOR will provide the bookstore a list of items for purchase to be used in flight training to include:

- a) Headset
- b) Pilot Operating Handbook
- c) Sectional Charts
- d) Terminal Charts as necessary
- e) IFR approach plates
- f) Airport Facility Directory
- g) Logbook

- h) Plotter
 - i) E6B Flight Computer
 - j) Practical Test Standards
 - k) For the helicopter licenses:
 - i. Flight training book
 - ii. FAA study guides
 - iii. Rating study guides, including oral exam guides
 - iv. Flight syllabus
 - v. Record folder
- 12) The CONTRACTOR shall be responsible for scheduling all student flight requirement invoicing the college each month. The CONTRACTOR shall monitor hours and insure that billable hours will not exceed published fees per semester. All North Idaho College students will pay a \$10.00 per hour flight fee in addition to the CONTRACTOR's regular flight fees. These fees shall be reimbursed to the COLLEGE monthly.
- 13) The CONTRACTOR will register and process all VA students enrolled in the helicopter training stage. The minimum number of students is eight (8), for the helicopter program. If this number is not met, the CONTRACTOR and the COLLEGE would have the right to request termination of this agreement.
- 14) Any changes to this contract will be coordinated with the COLLEGE's Contract Manager and the CONTRACTOR.
- 15) Notwithstanding RCW 1.12.07, such communication shall be effective upon the earlier of receipt for four (4) calendar days from mailing.
- 16) That all obligations of the parties hereto incurred or existing under terms of this agreement at the date of termination shall survive such termination.
- 17) In the event the CONTRACTOR makes a unilateral decision to discontinue the contract, the CONTRACTOR will work with the COLLEGE in order to establish teach-out options for all students currently enrolled in the program within the state of Idaho.
- 18) The COLLEGE will be fully responsible for the educational offerings (program, courses) and have complete oversight of faculty salaries, security, tuition setting and tuition refund, and educational facilities.
- 19) The COLLEGE shall establish student enrollment and fully disclose the enrollment agreement to students before payments are collected.

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- 20) The COLLEGE shall establish student recruitment and identify field agents.
- 21) The COLLEGE, a not-for-profit institution, will maintain tax exempt status and will not engage in any activities that will negatively affect the COLLEGE's tax exempt status.
- ii. Exhibit A contains the General Terms and Conditions governing work to be performed under this contract, the nature of the working relationship between the COLLEGE and the CONTRACTOR, and specific obligations of both parties.

PERIOD OF PERFORMANCE

Subject to other contract provisions, the period of performance under this contract will be from _____ through _____.

COMPENSATION PLAN

COLLEGE shall pay an amount not to exceed the tuition allowance stated in the letter from the COLLEGE for each student based on class registration for the performance of all things necessary for or incidental to the performance of work as set forth in the Scope of Work. The \$10.00 hourly flight fees for North Idaho College students shall be reimbursed to the COLLEGE monthly. CONTRACTOR compensation for services rendered shall be based on the following raters or in accordance with the following items:

BILLING PROCEDURES:

COLLEGE will pay CONTRACTOR upon receipt of properly completed invoices, which shall be submitted to the Contract Manager not more often than monthly. The invoices shall describe and document, to the COLLEGE's satisfaction, the work performed, the progress of the student and other approved fees.

Payment shall be considered timely if made by the COLLEGE within 30 days after receipt of properly completed invoices. Payment shall be sent to the address designated by the CONTRACTOR.

The COLLEGE may, in its sole discretion, terminate the contract or withhold payments claimed by the CONTRACTOR for services rendered if the CONTRACTOR fails to satisfactorily comply with any term or conditions of this contract.

No payments in advance or in anticipation of services or supplies to be provided under this contract shall be made by the COLLEGE.

The COLLEGE shall not pay any claims for payment of services submitted more than twelve (12) months after the calendar month in which the services are performed.

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DUPLICATION OF BILLED COSTS: The CONTRACTOR shall not bill the COLLEGE for services performed under this contract, and the COLLEGE shall not pay the CONTRACTOR, if the CONTRACTOR is entitled to payment or has been or will be paid by any other source, including grants, for that service.

DISALLOWED COSTS: The CONTRACTOR is responsible for any audit exception or disallowed costs incurred by its own organization or that of its subcontractors.

CONTRACT MANAGEMENT: The Contract Manager for each of the parties shall be the contact person for all communications and billings regarding the performance of this contract.

David Valenti Owner Inland Helicopter 5505 East Rutter Ave. Spokane, WA 99212 Phone: (509) 534-9114 Fax: (509) 534-9161 E-mail address: Inlandhelicopters.com	Chris Martin Vice President for Finance North Idaho College 1000 W. Garden Ave. Coeur d'Alene, ID 83814 Phone: (208)769-3342 Fax: (208) 665-2785 E-mail address: Chris.martin@nic.edu
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INSURANCE: The CONTRACTOR shall provide insurance coverage as set out in this section. The intent of the required insurance is to protect the state should there be any claims, suits, actions, costs, damages or expenses arising from any negligent or intentional act or omission of the CONTRACTOR or subcontractor or agents of either, while performing under the terms of this contract.

The insurance required shall be issued by an insurance company(s) authorized to do business within the state of Idaho, and shall name the state of Idaho, its agents and employees, as additional insured under the insurance policy(s). All policies shall be primary to any other valid and collectable insurance. CONTRACTOR shall instruct the insurers to give the COLLEGE 30-days advance notice of any insurance cancellation.

CONTRACTOR shall submit to the COLLEGE within 15 days of the contract effective date, a certificate of insurance, which outlines the coverage and limits defined in the Insurance Section.

CONTRACTOR shall submit renewal certificates as appropriate during the term of the contract.

The CONTRACTOR shall provide insurance coverage that shall be maintained in full force and effect during the term of this contract, as follows:

Commercial General Liability Insurance Policy

Provide a Commercial General Liability Insurance Policy, including contractual liability, written on an occurrence basis, in adequate quantity to protect against legal liability arising out of contract

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activity but no less than \$1,000,000 per occurrence. Additionally, the CONTRACTOR is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts.

Aviation Liability

In the event that services delivered pursuant to this contract involve the use of vehicles, owned or operated by the CONTRACTOR, automobile liability insurance shall be required. The minimum limit for automobile liability is:

\$1,000,000 per occurrence, using a Combined Single Limit for body and property damage.

Aviation Insurance

CONTRACTOR shall obtain at CONTRACTOR's expense, and keep in effect during the term of this contract, Aircraft Liability Insurance for each aircraft which includes Bodily Injury and Property Damage. Coverage shall be written on an occurrence basis. CONTRACTOR shall provide proof of insurance of not less than the following amounts as determined by Service Contract:

Per occurrence limit for any single claimant \$1,000,000. CSL sub-limit not less than \$100,000 per passenger.

ASSURANCES

COLLEGE and the CONTRACTOR agree that all activity pursuant to this contract will be in accordance with all the applicable current federal, state, and local laws, rules, and regulations.

ORDER OF PRECEDENCE

Each of the exhibits listed below are by this reference hereby incorporated into this contract. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable Federal and State of Idaho statutes and regulations.
- Special Terms and Conditions as contained in this basic contract instrument.
- Any other provisions, terms, or material incorporated herein by reference or otherwise incorporated.

ENTIRE AGREEMENT

This contract, including referenced exhibits, represent all the terms and conditions agreed upon by the parties. No other understandings or representations oral or otherwise regarding the subject matter of this contract shall be deemed to exist or to bind any of the parties hereto.

CONFORMANCE

If any provision of this contract violates any statute or rule of law of the state of Idaho, it is considered

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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modified to conform to that statute or rule of law.

APPROVAL

This contract shall be subject to the written approval of the COLLEGE's authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

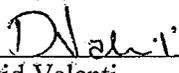
This contract is binding pending upon the approval of the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

THIS CONTRACT, consisting of 10 pages and is executed by the persons signature below who warrant that they have the authority to execute the contract.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date written below.

INLAND HELICOPTERS:

NORTH IDAHO COLLEGE:



David Valenti 06/22/2015
Owner Date
Inland Helicopters



Chris Martin 6/22/15
Vice President for Finance & Business Affairs
North Idaho College



**PTE ATTACHMENT B
(Program Profile)**

Indicate the nature of this submission

<input checked="" type="checkbox"/>	New Program (option, certificate, or degree)	<input type="checkbox"/>	Non-Substantive Change(s)
<input type="checkbox"/>	Expansion of an Existing Program (An addition of a certificate or degree to an existing program)	<input type="checkbox"/>	Other (please list)

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted 5/22/15

Effective Date January 2016

Institution North Idaho College

Program/Option Title Aviation Flight Training

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate AAS Degree

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 49.0102

CIP Code Title Airline/Commercial/Professional Pilot and Flight Crew

SOC Code Examples* 53.2012 Helicopter Pilot, Aerial Crop Duster, Flight Instructor (Commercial Pilots), Charter Pilot (Commercial Pilot Certificate Required)

TSA

*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program:

This program prepares students for a career in aviation flight training. All aviation helicopter flight training classes are offered through Inland Helicopter's FAA Part 141 certificate. Students are required to take all the courses listed plus any electives necessary to meet semester and program credits totals.

The program outcomes are:

Successfully meet the outcomes of FAA approved flight training curriculum consisting of approximately 240 hours of flying time.

Successfully meet the outcomes of the FAA Part 141 approved flight and ground school curriculum which includes formal classroom instruction divided among seven required subjects.

Meet the required FAA eligibility qualifications for one or more of the following to sit for an FAA exam:

- FAA approved Roto-craft (Helicopter) Student pilot License
- Private pilot License
- Commercial Pilot License
- Commercial Flight Instructor Pilot License

Become a FAA licensed pilot and enter the workforce.

Answer the following questions in the category that applies for either "New Program or Option" or "Non-Substantive Change"

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.

North Idaho College's Aviation Flight Helicopter program will prepare youth or adults for careers in aviation and collaborate with industry to design and a provide high-quality program.

Synchronized system | *A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs 100% program license achieved.*

North Idaho College's Aviation Flight Helicopter program meets the growing workforce needs for commercial pilots and the upcoming workforce needs for the aerial unmanned vehicle industry for which Idaho received an agriculture exemption to participate in.

Industry engagement | *Business and industry are fully engaged and integrated into system operations.*

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North Idaho College's Aviation Flight Helicopter program has received several from industry partners in letters of support of this program due to a workforce need.

Student success | Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment.

Aviation pilot's license is highly specialized and meets FAA requirements for attainment. NIC will provide student access to highly qualified flight instructors who meet the FFA requirements for licensing and certification.

2. Describe the discussion with PTE and the TCLC regarding this request.

North Idaho College is scheduled to present on the May 7, 2015 agenda and has submitted draft proposals to the PTE state division office for prior review.

3. Provide advisory committee/industry input supporting this request.

North Idaho College has solicited members for an aviation advisory board and has received several letters of support. Empires Airlines, Inland Helicopter, IDOL, and NIC Work Force Training Director have all agreed to be members of the advisory board.

4. What is your plan to mitigate the impact this request will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

Sandpoint High School is actively engaged in an aviation club and elective classes to help students earn their sport pilot license. Aviation pilot license can be obtained by students concurrently enrolled. Pilot licenses are not restricted to adults. The northern region of Idaho does not have any other institutions of higher education that offer aviation flight programs.

NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.

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3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

PREFIX	CRS #	NAME OF COURSE	LECTURE HOURS WEEK	LAB HOURS WEEK	NIC SEMESTER HOURS	NIC SEMESTER CREDITS
SEMESTER 1						
AEFT	101	Introduction to Flight	1	0	15	1
AEFT	104	Private Pilot Ground School	4	0	60	4
AEFT	106	Meteorology	3	0	45	3
AEFT	120	Private Pilot Helicopter Stage 1	1	6	105	4
AEFT	122	Private Pilot Helicopter Stage 2	1	6	105	4
Total			10	12	330	16
SEMESTER 2						
AEFT	108	Theory of Flight	3	0	45	3
AEFT	110	Commercial Pilot Ground School	3	0	45	3
AEFT	112	Turbine Transition Ground School	1	0	15	1
AEFT	124	Commercial Pilot Helicopter Stage 3	1	4	75	3
AEFT	126	Turbine Transition Flight	1	2	45	2
MATH	123 OR HIGHER	Contemporary Math (or higher) (1)	3	0	45	3
ENGL	101	English Composition (or higher) (1)	3	0	45	3
Total			15	6	315	18
SEMESTER 3						
AEFT	202	Instrument Ground School	3	0	45	3
AEFT	204	Aircraft Systems	3	0	45	3
AEFT	230	Commercial Pilot Helicopter Stage 4	1	4	75	3
AEFT	232	Instrument Pilot Helicopter Stage 5	1	4	75	3
COMM	101	Introduction to Speech Communication (1)	3	0	45	3
Total			11	8	285	15

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PREFIX	CRS #	NAME OF COURSE	LECTURE HOURS WEEK	LAB HOURS WEEK	NIC SEMESTER HOURS	NIC SEMESTER CREDITS
SEMESTER 4						
AEFT	206	Flight Instructor Ground School	3	0	45	3
AEFT	240	Flight Instructor	1	4	75	3
AEFT	242	Flight Instructor Instruments	1	2	45	2
		A.A.S. Social & Behavioral Ways of Knowing Requirement (2)	3	0	45	3
		A.A.S. General Education Requirement (3)	3	0	45	3
		Total	11	6	255	14
TOTAL FOR PROGRAM						
		General Education	15	0	225	15
		Core Program Courses	32	32	960	48
TOTAL FOR AAS						
			47	32	1185	63
Aviation Flight Training Elective Classes:						
AEFT	134	Flight Alternate I	0	3	45	1
AEFT	234	Flight Alternate II	0	3	45	1

- (1) Satisfies the A.A.S. degree general education requirement.
- (2) Select from the A.A.S. degree requirements listed on page 52.
- (3) Select one course from any NIC GEM approved course OR any of the 3 credit Institutionally Designated courses.

NIC Aviation Flight Program Entrance Requirements:

See program entrance requirements and admissions requirements and procedures on the Aerospace Website at www.nic.edu/Aerospace.

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COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
AEFT 101	Introduction to Flight	1	15
This course introduces the student to the aircraft, its flight manual, the basic federal aviation regulations, elementary principles of flight, aircraft operation, and NIC flight school rules. This course is mandatory for all new students. (Lecture)			
AEFT 104	Private Pilot Ground School	4	60
This course prepares the student to take the FAA private pilot knowledge examination. It includes basic navigation, weather, federal aviation regulations, NTSB reporting procedures, radio procedures, AIM advisory circulars, operating limitations, aircraft performance, principles of aerodynamics, power plants and systems, ADM and judgment, preflight action and planning. (Lecture)			
AEFT 106	Meteorology	3	45
This course is designed for pilots but is helpful for the non-aviation major to understand the basics of meteorology. A study in the nature of the atmosphere, winds, temperature, moisture, air masses and frontal systems, weather forecasting using products available from government sources. (Lecture)			
AEFT 108	Theory of Flight	3	45
This course covers basic aerodynamic theory of flight, aircraft instruments, performance, stability, control, airframe stress, structural limits, and turbo charging. (Lecture)			
AEFT 110	Commercial Pilot Ground School	3	45
This course will prepare students for the FAA commercial pilot knowledge test. Includes study of applicable FAR's, accident reporting requirements of the NTSB; basic aerodynamics and the principles of flight; meteorology and the use of weather reports and forecasts; safe and efficient operation of aircraft; weight and balance computations; use of performance charts, performance limitation; use of navigation facilities, ADM, judgment and CRM; principles and functions of aircraft systems; maneuvers, procedures and emergency operations; night and high-altitude operations; the National Airspace System. (Lecture)			
AEFT 112	Turbine Transition Ground School	1	15
This course prepares students for flight in turbine powered helicopters. Use of turbine performance charts, performance limitations; understanding of turbine aircraft specific systems including electrical, hydraulic flight controls, avionics, and powertrain. Understanding of turbine specific emergency operations. (Lecture)			
AEFT 120	Private Pilot Helicopter Stage 1	4	105
This courses covers the basic flying procedures and skills necessary for the first solo flight in a helicopter. Student will also be introduced to confined area operations, slope operations, night flying, and cross-country navigation in a helicopter. (Lecture/Lab)			

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COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
AEFT 122	Private Pilot Helicopter Stage 2	4	105
This course will provide students with the information to gain proficiency and skill in maneuvers and navigation to the level of the Private Pilot Helicopter Practical Test standards, and will complete certification requirements for the Private Pilot Certificate – Helicopter. (Lecture/Lab)			
AEFT 124	Commercial Pilot Helicopter Stage 3	3	75
This course will provide the information for the student to gain proficiency and skill in commercial pilot scenarios and build additional cross country flight experience in a helicopter. (Lecture/Lab)			
AEFT 126	Turbine Transition Flight	2	45
This course prepares students in the basic flying procedures of a turbine powered helicopters. Use of turbine performance charts, performance limitations; understanding of turbine aircraft specific systems including electrical, hydraulic flight controls, avionics, and powertrain. Understanding of turbine specific emergency operations. (Lecture/Lab)			
AEFT 202	Instrument Ground School	3	45
This course will prepare students for the FAA instrument knowledge examination, includes: FAR's that apply to IFR; appropriate sections of AIM; air traffic control system and procedures; IFR navigation systems and instruments; use of en route and instrument approach charts, aircraft operations under IFR; procurement and use of aviation weather reports and forecasts, recognition of critical weather situations and wind shear avoidance, ADM and judgment, and CRM. (Lecture)			
AEFT 204	Aircraft Systems	3	45
This course introduces the systems of complex aircraft; fuel, hydraulic, brake, control, ignition, and electrical systems; covers nomenclature, preventive maintenance, engines, propellers, and related publications. (Lecture)			
AEFT 206	Flight Instructor Ground School	3	45
This course will cover the required areas of instructor knowledge and is designed to aid the student in passing the appropriate FAA knowledge tests. It includes the learning process and emphasizes elements of effective communication. Methods of teaching and communicating are studied and practiced, as well as how to evaluate and critique through written and oral processes. Includes practice in classroom, one-to-one, and team teaching. (Lecture)			
AEFT 230	Commercial Pilot Helicopter Stage 4	3	75
This course will provide information for the student to continue to develop the aeronautical skill and experience necessary to meet the requirements for the Commercial Pilot Certificate with a Rotorcraft category rating. (Lecture/Lab)			
AEFT 232	Instrument Pilot Helicopter Stage 5	3	75
This course will provide training in instrument flight procedures in preparation for the helicopter instrument rating. (Lecture/Lab)			

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COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
AEFT 240	Flight Instructor	3	75
This course will prepare students for the Certified Flight Instructor rating; includes flight time and critique. (Lecture/Lab)			
AEFT 242	Flight Instructor Instrument	2	45
This course will provide the student with the knowledge, skill and experience necessary to become an instrument instructor; includes flight time and critique. (Lecture/Lab)			
MATH 123	Contemporary Math (or higher)	3	45
<p>This course models the use of mathematics in real world situations. Students will be able to apply mathematical modeling principles to a variety of practical situations including personal finance, risk assessment, inferences, path analysis, linear programming, similarity and scaling, right-triangle trigonometry, game theory, and/or exponential growth. MATH-123 is intended for liberal arts majors and satisfies the math requirement for the A.A., A.S., and A.A.S degrees.</p> <p>Additional Lab Component: 1 hour per week</p> <p>Prerequisites: MATH-025 or an appropriate score on a placement test: COMPASS Algebra 46, ACT Math 20, or SAT Math 470.</p>			
COMM 101	Introduction to Speech Communication		
<p>COMM 101: This course introduces students to what communication is and how it affects human interaction. Emphasis is on public speaking with attention to audience analysis, organizational, and delivery skills. The controlled and supportive classroom environment is an ideal setting for students to practice and perfect those communication skills of effective speaking and critical listening valued in all professions, the community, and personal relations. It is, however, a complex discipline of reading, writing, research, and performance. The course success relies strongly on college-level reading and writing abilities. This course is a requirement for both the A.S. and A.A. degrees.</p> <p>Prerequisite: Entry is based on an appropriate score on the placement test, either COMPASS E-Write > 5, COMPASS Writing > 67, ACT > 7, SAT Verbal > 440, or a grade of C- or above in ENGL-099 Lecture: 3 hours per week Recommended: ENGL 101</p>			
ENGL 101	English Composition	3	45
<p>This course prepares students for the demands of writing for a range of audiences, purposes, and contexts. Students will learn processes and strategies for writing and revising clear, precise, and accurate prose and will demonstrate their abilities in a series of academic essays, mainly expository. Students will also learn to read, analyze, synthesize, and respond to a wide range of written works. (Lecture)</p> <p>Prerequisites: Complete ENGL-099, ENGL-099A and B, or ESL-101 with a minimum grade of C-; or have the appropriate test score: COMPASS E-Write 6-8, COMPASS Writing 68-94 and Reading >80; ACT Writing 18-24 and Reading >19; SAT Writing 450-560 and Reading >470</p>			

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COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
GEM	Select one course from Social & Behavioral Ways of Knowing Requirement.	3	45
NIC GEM OR Institutionally Designated Courses	Select one course from any NIC GEM approved course OR any of the 3 credit Institutionally Designated courses.	3	45



**PTE ATTACHMENT B
(Program Profile)**

Indicate the nature of this submission

<input checked="" type="checkbox"/>	New Program (option, certificate, or degree)	<input type="checkbox"/>	Non-Substantive Change(s)
<input type="checkbox"/>	Expansion of an Existing Program (An addition of a certificate or degree to an existing program)	<input type="checkbox"/>	Other (please list)

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted 5/22/15
Effective Date January 2016
Institution North Idaho College

Program/Option Title Aviation Flight Training – Helicopter Pilot
Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Advanced Technical Certificate
If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 49.0102

CIP Code Title Airline/Commercial/Professional Pilot and Flight Crew

SOC Code Examples* 53.2012 Helicopter Pilot, Aerial Crop Duster, Flight Instructor (Commercial Pilots), Charter Pilot (Commercial Pilot Certificate Required)

TSA

*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program:

Successfully meet the outcomes of FAA approved commercial helicopter flight curriculum consisting of approximately 220 hours of flying time.

Successfully meet the outcomes of FAA approved commercial helicopter ground school curriculum which includes formal classroom instruction divided among seven required subjects.

Meet the required FAA eligibility qualifications for one or more of the following to sit for an FAA exam:

- FAA approved Roto-craft (Helicopter) Student pilot License
- Private pilot License
- Commercial Pilot License
- Commercial Flight Instructor Pilot License

Become a FAA licensed pilot and enter the workforce.

Answer the following questions in the category that applies for either "New Program or Option" or "Non-Substantive Change"

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.

North Idaho College's Aviation Flight Helicopter program will prepare youth or adults for careers in aviation and collaborate with industry to design and a provide high-quality program.

Synchronized system | *A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs 100% program license achieved.*

North Idaho College's Aviation Flight Helicopter program meets the growing workforce needs for commercial pilots and the upcoming workforce needs for the aerial unmanned vehicle industry for which Idaho received an agriculture exemption to participate in.

Industry engagement | *Business and industry are fully engaged and integrated into system operations.*
North Idaho College's Aviation Flight Helicopter program has received several from industry partners in letters of support of this program due to a workforce need.

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***Student success** | Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment.*

Aviation pilot's license is highly specialized and meets FAA requirements for attainment. NIC will provide student access to highly qualified flight instructors who meet the FFA requirements for licensing and certification.

2. Describe the discussion with PTE and the TCLC regarding this request.

North Idaho College is scheduled to present on the May 7, 2015 agenda and has submitted draft proposals to the PTE state division office for prior review.

3. Provide advisory committee/industry input supporting this request.

North Idaho College has solicited members for an aviation advisory board and has received several letters of support. Empires Airlines, Inland Helicopter, IDOL, and NIC Work Force Training Director have all agreed to be members of the advisory board.

4. What is your plan to mitigate the impact this request will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

Sandpoint High School is actively engaged in an aviation club and elective classes to help students earn their sport pilot license. Aviation pilot license can be obtained by students concurrently enrolled. Pilot licenses are not restricted to adults. The northern region of Idaho does not have any other institutions of higher education that offer aviation flight programs.

NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.

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3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

PREFIX	CRS #	NAME OF COURSE	LECTURE HOURS WEEK	LAB HOURS WEEK	NIC SEMESTER HOURS	NIC SEMESTER CREDITS
SEMESTER 1						
AEFT	101	Introduction to Flight	1	0	15	1
AEFT	104	Private Pilot Ground School	4	0	60	4
AEFT	106	Meteorology	3	0	45	3
AEFT	120	Private Pilot Helicopter Stage 1	1	6	105	4
AEFT	122	Private Pilot Helicopter Stage 2	1	6	105	4
		Total	10	12	330	16
SEMESTER 2						
AEFT	108	Theory of Flight	3	0	45	3
AEFT	110	Commercial Pilot Ground School	3	0	45	3
AEFT	124	Commercial Pilot Helicopter Stage 3	1	4	75	3
MCTE	103	Technical Mathematics for Aerospace Technology (or higher)	3-5	0	45-75	3-5
		Total	10-12	4	210-240	12-14
SEMESTER 3						
AEFT	202	Instrument Ground School	3	0	45	3
AEFT	204	Aircraft Systems	3	0	45	3
AEFT	230	Commercial Pilot Helicopter Stage 4	1	4	75	3
AEFT	232	Instrument Pilot Helicopter Stage 5	1	4	75	3
		Total	8	8	240	12

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PREFIX	CRS #	NAME OF COURSE	LECTURE HOURS WEEK	LAB HOURS WEEK	NIC SEMESTER HOURS	NIC SEMESTER CREDITS
SEMESTER 4						
AEFT	206	Flight Instructor Ground School	3	0	45	3
AEFT	240	Flight Instructor	1	4	75	3
AEFT	242	Flight Instructor Instruments	1	2	45	2
ATEC	117	Occupational Relations and Job Search	2	0	30	2
ECTE	100	Fundamentals for Writing or ENGL 101 English Composition	3	0	45	3
Total			10	6	240	13
TOTAL FOR PROGRAM						
General Education			8	0	120-150	8-10
Core Program Courses			30	30	900	45
TOTAL FOR ADVANCED TECHNICAL CERTIFICATE			38-40	30	1020-1050	53-55

Aviation Flight Training -Helicopter Pilot Elective Classes:						
AEFT	134	Flight Alternate I	0	3	45	1
AEFT	234	Flight Alternate II	0	3	45	1

NIC Aviation Flight Program Entrance Requirements:

See program entrance requirements and admissions requirements and procedures on the Aerospace Website at www.nic.edu/Aerospace.

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COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
AEFT 101	Introduction to Flight	1	15
This course introduces the student to the aircraft, its flight manual, the basic federal aviation regulations, elementary principles of flight, aircraft operation, and NIC flight school rules. (Lecture)			
AEFT 104	Private Pilot Ground School	4	60
This course prepares the student to take the FAA private pilot knowledge examination. It includes basic navigation, weather, federal aviation regulations, National Transportation Safety Board (NSTSB) reporting procedures, radio procedures, Aeronautical Information Manual (AIM) advisory circulars, operating limitations, aircraft performance, principles of aerodynamics, power plants and systems, Aeronautical Decision Making (ADM) and judgment, preflight action and planning. (Lecture)			
AEFT 106	Meteorology	3	45
This course is designed for pilots but is helpful for the non-aviation major to understand the basics of meteorology. It is a study in the nature of the atmosphere, winds, temperature, moisture, air masses and frontal systems, and weather forecasting using products available from government sources. (Lecture)			
AEFT 108	Theory of Flight	3	45
This course covers basic aerodynamic theory of flight, aircraft instruments, performance, stability, control, airframe stress, structural limits, and turbo charging. (Lecture)			
AEFT 110	Commercial Pilot Ground School	3	45
This course prepares students to take the FAA commercial pilot knowledge test. It includes the study of applicable Federal Acquisition Regulation's, accident reporting requirements of the National Transportation Safety Board, basic aerodynamics and the principles of flight, meteorology and the use of weather reports and forecasts, safe and efficient operation of aircraft, weight and balance computations, use of performance charts and performance limitation, use of navigation facilities, Aeronautical Decision Making, judgment, Crew Resource Management, principles and functions of aircraft systems, maneuvers, procedures and emergency operations, night and high-altitude operations, and the National Airspace System. (Lecture)			
AEFT 120	Private Pilot Helicopter Stage 1	4	105
This courses covers the basic flying procedures and skills necessary for the first solo flight in a helicopter. The student will also be introduced to confined area operations, slope operations, night flying, and cross-country navigation in a helicopter. (Lecture/Lab)			
AEFT 122	Private Pilot Helicopter Stage 2	4	105
This course provides students with the information to gain proficiency and skill in maneuvers and navigation to the level of the Private Pilot Helicopter Practical Test standards and will complete certification requirements for the Private Pilot Certificate – Helicopter. (Lecture/Lab)			

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COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
AEFT 124	Commercial Pilot Helicopter Stage 3	3	75
This course provides students with the information to gain proficiency and skill in commercial pilot scenarios and build additional cross country flight experience in a helicopter. (Lecture/Lab)			
AEFT 202	Instrument Ground School	3	45
This course prepares students for the FAA instrument knowledge examination. It includes Federal Aviation Regulation's (FAR) that apply to Instrument Flight Rules (IFR), appropriate sections of Aeronautical Information Manual (AIM), air traffic control system and procedures, Instrument Flight Rules (IFR) navigation systems and instruments, use of en route and instrument approach charts, aircraft operations under Instrument Flight Rules, procurement and use of aviation weather reports and forecasts, recognition of critical weather situations and wind shear avoidance, Aeronautical Decision Making (ADM) and judgment, and Crew Resource Management (CRM). (Lecture)			
AEFT 204	Aircraft Systems	3	45
This course introduces the systems of complex aircraft including fuel, hydraulic, brake, control, ignition, and electrical systems as well as nomenclature, preventive maintenance, engines, propellers, and related publications. (Lecture)			
AEFT 206	Flight Instructor Ground School	3	45
This course covers the required areas of instructor knowledge and is designed to aid the student in passing the appropriate FAA knowledge tests. It includes the learning process and emphasizes elements of effective communication. Methods of teaching and communicating are studied and practiced, as well as how to evaluate and critique through written and oral processes. It includes practice in classroom, one-on-one, and team teaching. (Lecture)			
AEFT 230	Commercial Pilot Helicopter Stage 4	3	75
This course provides information for the student to continue to develop the aeronautical skill and experience necessary to meet the requirements for the Commercial Pilot Certificate with a Rotorcraft category rating. (Lecture/Lab)			
AEFT 232	Instrument Pilot Helicopter Stage 5	3	75
This course provides training in instrument flight procedures in preparation for the helicopter instrument rating. (Lecture/Lab)			
AEFT 240	Flight Instructor	3	75
This course prepares students for the Certified Flight Instructor rating. It includes flight time and critique. (Lecture/Lab)			
AEFT 242	Flight Instructor Instrument	2	45
This course provides the student with the knowledge, skill, and experience necessary to become an instrument instructor. It includes flight time and critique. (Lecture/Lab)			

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015**

Revised 7/13

COURSE	COURSE TITLE	NIC CREDIT	NIC HOURS
ATEC 117	Occupational Relations and Job Search	2	30
<p>This course is designed to expose students to a variety of skills for workplace success. Topics to be discussed include learning styles, change, communications, conflict, work teams, leadership, and attitude. Students will also explore the fundamental techniques necessary to get a job, such as matching skills to job requirements, writing resumes and cover letters, and learning strategies for successful interviewing. (Lecture)</p>			
ECTE 100	Fundamentals of Writing	3	45
<p>This course provides writing instruction that focuses on fluency, development, organization, revision, and editing/proofreading. As a part of this course, students will practice reading actively and critically, engaging in dialogues with texts, drafting essays in a format appropriate to purpose and audience, and utilizing a process approach to writing. Lecture: 3 hours per week</p> <p>Prerequisites: COMPASS E-Write 4-5, COMPASS Writing 18-58 and COMPASS Reading 58-64; ACT Writing/Reading 12-15; or SAT Writing 320-380 and Reading 320-400</p>			
ENGL 101	English Composition	3	45
<p>This course prepares students for the demands of writing for a range of audiences, purposes, and contexts. Students will learn processes and strategies for writing and revising clear, precise, and accurate prose and will demonstrate their abilities in a series of academic essays, mainly expository. Students will also learn to read, analyze, synthesize, and respond to a wide range of written works. (Lecture)</p> <p>Prerequisites: Complete ENGL-099, ENGL-099A and B, or ESL-101 with a minimum grade of C-; or have the appropriate test score: COMPASS E-Write 6-8, COMPASS Writing 68-94 and Reading >80; ACT Writing 18-24 and Reading >19; SAT Writing 450-560 and Reading >470</p>			
MCTE 103	Technical Mathematics for Aerospace Technology	3	45
<p>This course provides students with an overview of the mathematical concepts needed in the Aerospace Advanced Manufacturing certificated programs. Students will be able to apply principles of basic arithmetic, plane and angular geometry, area and volume of two- and three-dimensional solids, right-triangle trigonometry, and trigonometric functions. MCTE-103 does NOT satisfy the core math requirement for the A.A., A.S., or A.A.S degrees.</p> <p>Prerequisites: MATH-015, or placement test COMPASS Pre-Algebra 33</p>			

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AUGUST 13, 2015



North Idaho College

525 West Clearwater Loop, Post Falls, Idaho 83854

www.nic.edu

**Workforce Training and
Community Education**

Phone (208) 769-3333

Fax (208) 769-3223

Idaho Professional Technical Education
P.O. Box 83720
Boise, ID 83720-0095

July 2, 2015

To Whom it May Concern:

I am writing in support of North Idaho College's request to start up an Aviation Flight program. The demand for commercial pilots has recently increased due to new FAA rules and an increase in commercial flights throughout North America and beyond.

The Boeing Pilot and Technical Market Outlook for 2013-2032 forecasts nearly half a million new commercial airline pilots needed to fly all the new airplanes entering the world fleet over the next 20 years. This report projects a demand for 85,700 pilots in North America. Thousands of pilots are retiring in 2015 and **beyond due to the FAA's mandatory maximum age of 65 for commercial pilots.** The demand for pilots will also be found in the budding unmanned aerial systems (UAS) industry. The FAA requires commercial UAS operators to have a private **pilot's license.**

North Idaho College (NIC) is an ideal place to offer aviation flight training. With **the new Aerospace Center of Excellence located at the Coeur d'Alene airport,** NIC has a vital relationship with airport management and businesses located on the airport that strengthens the link between its educational programs and aviation careers.

Please give your strongest consideration to **NIC's request** to start up a new Aviation Flight program.

Sincerely,

Marie Price
Director for Workforce and Community Education
(208) 769-3222
marie.price@nic.edu

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015



11559 North Atlas Road
Hayden, ID 83835
(208) 292-3850
fax (208) 292-3851
www.empireairlines.com
www.empireaerospace.com

April 23, 2015

Re: North Idaho College's Aviation Flight Program

To whom it may concern:

I am writing this letter in support of North Idaho College's proposal to launch a new Aviation Flight Program. Both Empire Airlines and our new sister company, Empire Unmanned have current and future needs for a substantial number of pilots. Currently we are hiring about forty pilots a year and expect that to double in the next several years.

There is an acute shortage of qualified commercial pilots not only in both the United States but worldwide. This shortage is forecast to get worse, not better over the next decade and beyond. The cost for a student to obtain a traditional four year Bachelor's Degree plus obtain all the necessary pilot ratings to allow them to be qualified to fly for an airline costs tens of thousands of dollars. This high cost is creating a substantial barrier to entry and discouraging many young people that aspire to become professional aviators.

Currently, there are no opportunities for this training either in the State of Idaho or on a regional basis. Having access to an Associates Degree in aviation and the flight training to become a commercial pilot would substantially lower the cost to the students.

It is my understanding that NIC is also including courses associated with Unmanned Aircraft Systems (UAS) and since this is the focus of Empire Unmanned, we are very interested in these courses being a part of the Aviation Flight Program.

If I can provide further information on how important this program is to aerospace in the state and to Empire Airlines please do not hesitate to contact me.

Best regards,

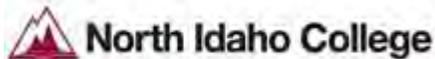
Tim Komberec
President/CEO

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015



Kassie Silvas
Dean
Outreach & Educational Innovation
kassie.silvas@nic.edu
www.nic.edu
1000 W. Garden Ave. | Coeur d'Alene, ID | 83814

June 7, 2015



Dear Dean Silvas

I am pleased to offer a letter of support for your efforts to launch NIC's new Aviation Flight Program. I am fully supportive of this much-needed academic program in Idaho. Our state has fallen behind in all aspects of aerospace development and we are all working hard to overcome this handicap. Your efforts will directly contribute to erasing that handicap. We share your vision and know where the industry needs are and right now the entire domestic aerospace industry is in desperate need of all classes and categories of trained pilots to include Unmanned Aircraft Systems (UAS) pilots and visual observers.

This shortage of pilots is exacerbated by the recent increase in commercial pilots retirement rates – at historical rates in all air carriers. As a result of the unprecedented retirement rates, all air carriers are hiring at historical rates and the forecast for this record hiring level is expected to last over the next ten years! Your efforts to establish an aviation flight program could not be timelier. As a commercial and military pilot with over 12,000 flight hours in 17 different aircraft from single seat fighters to the Boeing 777 I can attest to the industry needs and needs within my company. We are forecasting to hire upwards of 20 unmanned pilots in the next 12 months. These pilots, as required by the FAA, must have manned flight experience to legally operate UAS/Drones in the national airspace.

As the 13th company in the United States, and the only Idaho company, authorized by the FAA to conduct legal commercial UAS/Drone flight operations, we are dedicated to the safe integration of UAS/Drone operations into our existing air traffic system. The only way we can guarantee this singular level of safety is to ensure we have a staff of professionally trained pilots. Right now we have to rely on sources outside the State of Idaho to find qualified pilots. Simply put, your program would allow us to hire homegrown Idahoan's for our pilot needs. You have our unconditional support and we urge you to continue to develop this program as quickly as possible.

~signed~

Steven C. Edgar / President/Chief Executive Officer
steve@adavso.com / (208) 412-9651
Advanced Aviation Solutions <http://www.adavso.com>



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CLIENT SERVICES
CONTRACT BETWEEN
NORTH IDAHO COLLEGE
AND
INLAND HELICOPTER

This contract is made and entered into by and between North Idaho College, hereinafter referred to as the "COLLEGE," and the below named firm, hereinafter referred to as "CONTRACTOR."

Inland Helicopter
5505 East Rutter Ave.
Spokane, WA 99212
509-534-9114
IBI: 602572842

PURPOSE

The purpose of this contract is to provide flight training to students of the COLLEGE as outlined in this contract. Due to the procedures required by the Veteran's Affairs (VA) Office and college policies, this contract requires additional approvals. It is the intent of the COLLEGE to submit this contract to the VA for VA approval for the Program.

SCOPE OF WORK

- I. The CONTRACTOR will provide services and staff, and otherwise do all things necessary, for or incidental to the performance of work as set forth below:

Provide helicopter training for those students currently enrolled at the COLLEGE.

- 1) Maintain an Idaho business license for Flight Training and operate within the state of Idaho for at least two years.
- 2) Provide flight instruction under Federal Aviation Regulations (FAR) Part 141 both dual and solo for the benefit of the students enrolled in flight certification courses. Training for COLLEGE aviation students, pursuing flight certification and ratings, shall be done in a timely manner.
- 3) Flight training and pilot debriefing shall be done during the normal work day and work weeks of the COLLEGE.
- 4) All training for certificates and ratings for Helicopter Pilots shall be done in a manner approved by the Federal Aviation Administration (FAA), under FAR Part 141, and that all aircraft utilized in such training be similarly approved.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- 5) The CONTRACTOR shall have flight instructor and appropriate aircraft available for scheduled training to fulfill the needs of COLLEGE aviation students in a timely manner. All aircraft shall be based at Coeur d'Alene airport. All flight operation in instruction for the specific phase of training shall commence and terminate at the respective airport unless otherwise authorized by appropriate COLLEGE officials. Overnight training flights must receive prior approval from the CONTRACTOR's chief flight instructor or the designated assistant. All aircraft administrative personnel and flight instructors necessary to fulfill COLLEGE aviation student's helicopter training requirements shall be employed by the CONTRACTOR and have received syllabus training.

- 6) The CONTRACTOR shall provide the COLLEGE with a Standard Operating Procedure (SOP) manual for approval by the COLLEGE aviation faculty. The COLLEGE may request and the CONTRACTOR must provide a revised SOP as required by the Aviation Faculty of the COLLEGE. SOP revisions must be requested by the COLLEGE after June 15th of each year and prior to August 1st of each year. Guidance for the development and revision of SOP shall be obtained from appropriate Federal Aviation Regulation FAR and Advisory Circulars (AC) and Aeronautical Information Manual (AIM). The adopted SOP shall be the policy and no changes shall be made without approval of COLLEGE aviation faculty and shall include the following:
 - a) Flight student regulations
 - b) Equipment requirements
 - c) Cost of flight training
 - d) Methods of payment
 - e) Safety procedures
 - f) Change of business operation or location
 - g) Dress code
 - h) Training areas
 - i) Training Syllabus, including specific standard procedures for conducting all the "tasks" for each course of instruction as outlined under 'Areas of Operation' in the Practical test Standards published by the Federal Aviation Administration
 - j) Auxiliary training fields
 - k) Off airport landings
 - l) Mechanical malfunctions

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- m) Scheduling policies: Priority scheduling, no shows, waiting lists
- n) Evaluation and debriefing procedures
- o) Sample "progress sheets" to be used in student progress folders
- p) Harassment training, workplace safety, financial aid and following school policy.

A new copy of the SOP manual shall be provided to each student prior to the first training session. This SOP manual shall be a combination of the CONTRACTOR's SOP and the COLLEGE's Manual, with appropriate input from both parties.

- 7) The CONTRACTOR shall maintain a student progress folder which shall include:
 - a) Number of times (per week) each student schedules
 - b) A computerized tracking or manual tracking system of what occurred during flight to include:
 - i) Lesson number
 - ii) Completion or reason for not completing (i.e. mechanical, weather, student no show, etc.)
 - c) A written evaluation of each flight stage check will be put in the student's folder.
- 8) The CONTRACTOR agrees to the following training practices:
 - a) The COLLEGE has the right to review any student folder upon request.
 - b) The CONTRACTOR must submit to the COLLEGE Aviation program one copy of the flight records and TSA records for each student who completes or discontinues the program.
 - c) The CONTRACTOR and COLLEGE shall hold meetings within two weeks of request by either party, except where the nature of the meeting is to discuss safety issues, in which cases meeting will take place within 24 hours of request.
 - d) The COLLEGE aviation faculty has the right to monitor the CONTRACTOR'S operation and shall have the right to first refusal to administer all flight stage checks, but only flight stage checks that the COLLEGE personnel are authorized and qualified to perform.
 - e) The COLLEGE and the CONTRACTOR jointly will establish the maximum number of students on active status for the flight training each semester. The maximum number of flight training students for the semester on active status shall be determined by the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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COLLEGE and the CONTRACTOR. The CONTRACTOR must assure that sufficient quantity and quality of instructors and aircraft are available to meet flight training obligations for COLLEGE aviation training requirements.

- f) The COLLEGE shall coordinate with the CONTRACTOR overall student management practices to include: extended delays of training, family emergencies, and discipline problems. Students have the same rights and responsibilities as other students in the aviation program regarding deficiencies or program concerns. The COLLEGE has the right to become involved in CONTRACTOR operations to avoid situations which the COLLEGE believes may be detrimental to the aviation program and/or the COLLEGE's students. This includes requiring the CONTRACTOR to adopt or revise the SOP to comply with the COLLEGE's requirement for training, provided such changes shall be consistent with FAR 141 training requirements.
 - g) The COLLEGE will provide ground school training; students will pay regular college tuition for this class.
 - h) In the event an aircraft is scheduled to be grounded for more than 15 days and there is no similar model available, funding will be reimbursed to the student and the student will pay for training with another provider.
- 9) CONTRACTOR agrees to provide the following described aircraft (helicopter) for the services set forth at the following rates:

Each Vendor Will List Out Their Equipment List and Prices	Cost Per Hour of Instruction	Cost Per Hour for Rental	Fuel Surcharge Per Hour	Estimated Miscellaneous Costs Per Semester
Robinson R22	\$30.00	\$265.00	NA	NA
Robinson R44	\$30.00	\$490.00	NA	NA
Fly It Sim	NA	\$130.00	NA	NA
Bell 206	\$30.00	\$1,020.00	NA	NA

The prices above shall be fixed for the term of the contract except when fees may be adjusted based on the cost of aviation fuel. The CONTRACTOR shall then give 60 days' written notice to any cost increase.

A fuel surcharge may be only added when and if the aviation fuel costs increase exceeds 10% of the base cost established each semester. The fuel surcharge factor is a fuel burn rate of gallons per hour. Fuel surcharges will be computed by subtracting the base cost of aviation fuel from the current cost, then multiplying by the factor and then multiplying by the hours the aircraft was rented. The base of Avgas is at the time of this contract is \$5.49/gal and Jet-A at the time of this contract is \$4.39/gal.

In no case during the course of this agreement may rates exceed those available to the general

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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public for similar equipment, service, fuel and insurance packages.

10) The CONTRACTOR further agrees to the following aircraft specifications:

- a) The CONTRACTOR must maintain a fleet of at least 1-2 training aircrafts. Current lease agreements or proof of ownership indicating the CONTRACTOR has sole use of the aircraft must be furnished at the time of contract submittal.
- b) No aircraft in the fleet shall be older than 25 years old, without special permission from the COLLEGE, or have a total airframe time in excess of 12,500 hours. The average age since manufacture of all aircraft shall not exceed 20 years.
- c) Instrument cross-country trainings shall have a minimum of the following operational equipment:
 1. At least one Nav/Comm
 2. Transponder with encoding altimeter
 3. IFR Certified GPS
- d) CONTRACTOR must provide detail of manufacturer and model of radio equipment prior to final contract execution and designated these to be used for instrument training.
- e) No aircraft shall be used for training purposes having malfunctioning or inoperative electrical, avionic or mechanical components unless those items have been disabled, placarded, and determined to be not required by FAA regulations for the training operation planned.

11) The CONTRACTOR will provide the bookstore a list of items for purchase to be used in flight training to include:

- a) Headset
- b) Pilot Operating Handbook
- c) Sectional Charts
- d) Terminal Charts as necessary
- e) IFR approach plates
- f) Airport Facility Directory
- g) Logbook

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- h) Plotter
 - i) E6B Flight Computer
 - j) Practical Test Standards
 - k) For the helicopter licenses:
 - i. Flight training book
 - ii. FAA study guides
 - iii. Rating study guides, including oral exam guides
 - iv. Flight syllabus
 - v. Record folder
- 12) The CONTRACTOR shall be responsible for scheduling all student flight requirement invoicing the college each month. The CONTRACTOR shall monitor hours and insure that billable hours will not exceed published fees per semester. All North Idaho College students will pay a \$10.00 per hour flight fee in addition to the CONTRACTOR's regular flight fees. These fees shall be reimbursed to the COLLEGE monthly.
- 13) The CONTRACTOR will register and process all VA students enrolled in the helicopter training stage. The minimum number of students is eight (8), for the helicopter program. If this number is not met, the CONTRACTOR and the COLLEGE would have the right to request termination of this agreement.
- 14) Any changes to this contract will be coordinated with the COLLEGE's Contract Manager and the CONTRACTOR.
- 15) Notwithstanding RCW 1.12.07, such communication shall be effective upon the earlier of receipt for four (4) calendar days from mailing.
- 16) That all obligations of the parties hereto incurred or existing under terms of this agreement at the date of termination shall survive such termination.
- 17) In the event the CONTRACTOR makes a unilateral decision to discontinue the contract, the CONTRACTOR will work with the COLLEGE in order to establish teach-out options for all students currently enrolled in the program within the state of Idaho.
- 18) The COLLEGE will be fully responsible for the educational offerings (program, courses) and have complete oversight of faculty salaries, security, tuition setting and tuition refund, and educational facilities.
- 19) The COLLEGE shall establish student enrollment and fully disclose the enrollment agreement to students before payments are collected.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015**

20) The COLLEGE shall establish student recruitment and identify field agents.

21) The COLLEGE, a not-for-profit institution, will maintain tax exempt status and will not engage in any activities that will negatively affect the COLLEGE's tax exempt status.

- II. Exhibit A contains the General Terms and Conditions governing work to be performed under this contract, the nature of the working relationship between the COLLEGE and the CONTRACTOR, and specific obligations of both parties.

PERIOD OF PERFORMANCE

Subject to other contract provisions, the period of performance under this contract will be from _____ through _____.

COMPENSATION PLAN

COLLEGE shall pay an amount not to exceed the tuition allowance stated in the letter from the COLLEGE for each student based on class registration for the performance of all things necessary for or incidental to the performance of work as set forth in the Scope of Work. The \$10.00 hourly flight fees for North Idaho College students shall be reimbursed to the COLLEGE monthly. CONTRACTOR compensation for services rendered shall be based on the following rates or in accordance with the following items:

BILLING PROCEDURES:

COLLEGE will pay CONTRACTOR upon receipt of properly completed invoices, which shall be submitted to the Contract Manager not more often than monthly. The invoices shall describe and document, to the COLLEGE's satisfaction, the work performed, the progress of the student and other approved fees.

Payment shall be considered timely if made by the COLLEGE within 30 days after receipt of properly completed invoices. Payment shall be sent to the address designated by the CONTRACTOR.

The COLLEGE may, in its sole discretion, terminate the contract or withhold payments claimed by the CONTRACTOR for services rendered if the CONTRACTOR fails to satisfactorily comply with any term or conditions of this contract.

No payments in advance or in anticipation of services or supplies to be provided under this contract shall be made by the COLLEGE.

The COLLEGE shall not pay any claims for payment of services submitted more than twelve (12) months after the calendar month in which the services are performed.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015

DUPLICATION OF BILLED COSTS: The CONTRACTOR shall not bill the COLLEGE for services performed under this contract, and the COLLEGE shall not pay the CONTRACTOR, if the CONTRACTOR is entitled to payment or has been or will be paid by any other source, including grants, for that service.

DISALLOWED COSTS: The CONTRACTOR is responsible for any audit exception or disallowed costs incurred by its own organization or that of its subcontractors.

CONTRACT MANAGEMENT: The Contract Manager for each of the parties shall be the contact person for all communications and billings regarding the performance of this contract.

David Valenti Owner Inland Helicopter 5505 East Rutter Ave. Spokane, WA 99212 Phone: (509) 534-9114 Fax: (509) 534-9161 E-mail address: Inlandhelicopters.com	Chris Martin Vice President for Finance North Idaho College 1000 W. Garden Ave. Coeur d'Alene, ID 83814 Phone: (208)769-3342 Fax: (208) 665-2785 E-mail address: Chris.martin@nic.edu
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INSURANCE: The CONTRACTOR shall provide insurance coverage as set out in this section. The intent of the required insurance is to protect the state should there be any claims, suits, actions, costs, damages or expenses arising from any negligent or intentional act or omission of the CONTRACTOR or subcontractor or agents of either, while performing under the terms of this contract.

The insurance required shall be issued by an insurance company(s) authorized to do business within the state of Idaho, and shall name the state of Idaho, its agents and employees, as additional insured under the insurance policy(s). All policies shall be primary to any other valid and collectable insurance. CONTRACTOR shall instruct the insurers to give the COLLEGE 30-days advance notice of any insurance cancellation.

CONTRACTOR shall submit to the COLLEGE within 15 days of the contract effective date, a certificate of insurance, which outlines the coverage and limits defined in the Insurance Section.

CONTRACTOR shall submit renewal certificates as appropriate during the term of the contract.

The CONTRACTOR shall provide insurance coverage that shall be maintained in full force and effect during the term of this contract, as follows:

Commercial General Liability Insurance Policy

Provide a Commercial General Liability Insurance Policy, including contractual liability, written on an occurrence basis, in adequate quantity to protect against legal liability arising out of contract

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015

activity but no less than \$1,000,000 per occurrence. Additionally, the CONTRACTOR is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts.

Aviation Liability

In the event that services delivered pursuant to this contract involve the use of vehicles, owned or operated by the CONTRACTOR, automobile liability insurance shall be required. The minimum limit for automobile liability is:

\$1,000,000 per occurrence, using a Combined Single Limit for body and property damage.

Aviation Insurance

CONTRACTOR shall obtain at CONTRACTOR's expense, and keep in effect during the term of this contract, Aircraft Liability Insurance for each aircraft which includes Bodily Injury and Property Damage. Coverage shall be written on an occurrence basis. CONTRACTOR shall provide proof of insurance of not less than the following amounts as determined by Service Contract:

Per occurrence limit for any single claimant \$1,000,000. CSL sub-limit not less than \$100,000 per passenger.

ASSURANCES

COLLEGE and the CONTRACTOR agree that all activity pursuant to this contract will be in accordance with all the applicable current federal, state, and local laws, rules, and regulations.

ORDER OF PRECEDENCE

Each of the exhibits listed below are by this reference hereby incorporated into this contract. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable Federal and State of Idaho statutes and regulations.
- Special Terms and Conditions as contained in this basic contract instrument.
- Any other provisions, terms, or material incorporated herein by reference or otherwise incorporated.

ENTIRE AGREEMENT

This contract, including referenced exhibits, represent all the terms and conditions agreed upon by the parties. No other understandings or representations oral or otherwise regarding the subject matter of this contract shall be deemed to exist or to bind nay of the parties hereto.

CONFORMANCE

If any provision of this contact violates any statute or rule of law of the state of Idaho, it is considered

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015

modified to conform to that statute or rule of law.

APPROVAL

This contract shall be subject to the written approval of the COLLEGE's authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

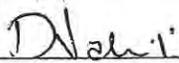
This contract is binding pending upon the approval of the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

THIS CONTRACT, consisting of 10 pages and is executed by the persons signature below who warrant that they have the authority to execute the contract.

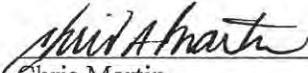
IN WITNESS WHEREOF, the parties have executed this agreement as of the date written below.

INLAND HELICOPTERS:

NORTH IDAHO COLLEGE:



David Valenti 06/27/2015
Owner Date
Inland Helicopters



Chris Martin 6/22/15
Vice President for Finance & Business Affairs Date
North Idaho College

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

TAB	DESCRIPTION	ACTION
1	FY 2017 LINE ITEMS	Motion to approve
2	FY 2017 CAPITAL BUDGET REQUESTS	Motion to approve
3	INTERCOLLEGIATE ATHLETIC REPORTS NCAA Academic Progress Rate (APR) Scores	Information item
4	AMENDMENT TO BOARD POLICY Section V.K. – Construction Projects - Second Reading	Motion to approve
5	AMENDMENT TO BOARD POLICY Section V.W. - Litigation - Second Reading	Motion to approve
6	BOISE STATE UNIVERSITY Residential Honors College and Additional Student Housing Project – Ground Lease and Operating Agreement with EDR Boise LLC	Motion to approve
7	ITEM PULLED	
8	UNIVERSITY of IDAHO Aquaculture Research Institute Facility Project – Financing Plan and Construction Phase	Motion to approve
9	LEWIS-CLARK STATE COLLEGE Multi-Year Food Service Contract - Sodexo	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2017 Line Item Budget Requests

REFERENCE

April 2015 Board approved guidance to the college and universities regarding submission of line item budget requests

June 2015 Board approved FY 2017 line items as presented

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

At the April Board meeting, the Board directed the college and universities to develop FY 2017 line items that target the implementation of the Board's strategic plan with guidance to limit up to five line items in priority order and an aggregate amount not exceeding 10% of an institution's FY 2016 total General Fund appropriation. At the June 2015 Board meeting, the institutions and agencies presented their Line Item requests. The Board directed the Business Affairs and Human Resources Committee to review the FY 2017 budget line items and to bring recommendations back to the Board for its consideration at the regular August 2015 Board meeting. The list of Line Items summarized on page 5 are not listed in priority order. Upon final approval the line items will be included in the institution and agency budget submissions to the Legislative Services Office (LSO) and the Division of Financial Management (DFM).

IMPACT

The approved Line Items will be included with the FY 2017 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2017 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

ATTACHMENTS

Line Items Summary: College & Universities..... Page 3
Line Items Summary: Community Colleges and Agencies Page 4-5
Occupancy Costs Page 6
Individual Line Items..... Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho state budget request process is based on Base-plus budgeting as follows:

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Base Budget: Historical budget based on years of appropriations
MCO: Maintenance of current operations; formula driven for uncontrollable factors such as general salary increases and cost inflation.
Line Items: Enhancements for new programs and initiatives

Base budgeting allows the agencies and institutions to derive a reasonable dollar estimate in order to manage their programs and staffing levels from one year to the next. This is also true for the higher education institutions whose budgets are consolidated for four year institutions and for two year community colleges.

Since the June Board meeting the Business Affairs and Human Resources (BAHR) Committee met twice to review and discuss the FY2017 line item budget requests. A common theme for the Committee was prioritizing college and university line items which support the Board's 60% Goal (e.g. intrusive advising, retention and completion).

Accordingly, BAHR moved Boise State University's (BSU) "Complete College Idaho (CCI)" line item up to priority #1, and the remaining line items down one rank. BSU has also revised the CCI line item to stay within the Board's line item request guidelines. In this revised request, BSU decreased the number of adjunct to lecturer conversions by one, and added eight new lecturer lines and eight new clinical faculty lines. BSU also increased the number of tenure-track lines from 24 to 27 and the number of advisors from two to five. The result was an increase in the request from \$3,789,858 to \$5,322,076, which equates to an overall increase of \$1,532,219. With respect to BSU's "Materials Science and Engineering Research" line item the Committee determined that it would support the cost of expanding this program with new faculty lines but would not support seeking funding for the existing nine faculty lines originally funded with the Micron grant. BSU has revised its request accordingly to represent an expansion of the PhD MSE program and to eliminate funding requests for personnel and operating expenses that were included in the original request and funded from the Micron grant. This revision includes salary and benefits for eight new faculty lines. Five of these faculty would be joint appointments between MSE and Mechanical Engineering and three would be joint appointments between MSE and Chemistry. BSU also included twelve graduate assistant lines (1.5 per faculty) and operating expense at \$8,000 for each faculty member. The changes resulted in reducing the request from \$3,039,891 down to \$1,519,000, which is a decrease of \$1,520,891. This line item is now priority #2.

BAHR asked the University of Idaho (UI) to pull its #1 line item for "Salary Competitiveness" due to indications of lack of political support for such an approach. UI replaced that line item with a "Go-On" line item which supports the Board's 60% Goal and the Complete College Idaho Plan.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

BAHR asked Idaho State University (ISU) to scale down its #1 priority line item ("Retention & Completion") to roughly half the amount and size of the original request. The Committee simply felt that while 40 advisors may be the optimal steady-state, it would be better to try to achieve that number in phases. ISU was also asked to replace its deferred maintenance line item due to indications of lack of support from the Division of Financial Management. ISU revised its request accordingly.

The Division of Professional-Technical Education (PTE) added another line item. PTE currently funds a position at CWI to do accounting work for the Professional Technical Student Organizations (PTSOs). PTE has determined they would like to bring that work in-house in 2017. In order to do so they need an FTE. The fiscal impact nets to zero.

There were no other material changes to the line items between the June and August meetings. Staff recommends approval.

BOARD ACTION

I move to approve the Line Items for the agencies and institutions as listed on Tab 1 pages 3-5, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE BOARD OF EDUCATION
 FY 2017 Line Items - College and Universities

By Institution/Agency	FY 2016 Appropriation	Page	Priority	FTP	PC	OE	CO	TB	FY 2017 Request	Comments	vs. 2016 Approp
1 System-wide Needs	4,965,000			-	0	0	0	300,000	300,000		6.0%
Higher Education Research Council		9						300,000	300,000		6.0%
2 Boise State University	85,579,900			112.50	7,672,100	589,900	0	0	8,262,000		9.7%
Complete College Idaho		13	1	91.00	5,131,100	191,000			5,322,100		6.2%
Materials Science & Eng. Research		21	2	8.00	1,328,600	190,400			1,519,000		1.8%
College of Innovation & Design		27	3	11.50	980,700	40,200			1,020,900		1.2%
Department of Public Safety		35	4	2.00	231,700	168,300			400,000		0.5%
3 Idaho State University	69,982,100			48.00	3,620,400	1,605,300	1,772,500	0	6,998,200		10.0%
CCI: Retention and Completion		41	1	21.00	1,356,000	146,000	63,000		1,565,000		2.2%
CCI: Student Opportunity Development		47	2	7.00	458,000	47,000	12,000		517,000		0.7%
Health Sciences Expansion to Meridian		53	3	10.00	911,900	232,000	1,697,500		2,841,400		4.1%
CCI: Online Learning & Accessibility		65	4	10.00	894,500	1,180,300			2,074,800		3.0%
4 University of Idaho	82,561,500			64.42	4,246,000	3,143,100	971,400	0	8,360,500		10.1%
CCI: Go On		71	1	43.20	3,065,500	1,830,500	66,000		4,962,000		6.0%
CCI: Intensive Advising		79	2	9.00	606,700	58,000	49,500		714,200		0.9%
CCI: Student Opportunity Development		83	3	6.00	378,000	90,000	33,000		501,000		0.6%
Occupancy Costs		7	4	6.22	195,800	416,800	822,900		1,435,500		1.7%
Idaho Law/Justice Learning Center Rent		87	5			247,800			247,800		0.3%
Network Infrastructure		91	6			500,000			500,000		0.6%
5 Lewis-Clark State College	15,687,900			19.74	1,200,600	132,700	187,600	0	1,520,900		9.7%
Complete College Idaho		97	1	9.00	703,500	64,000	27,000		794,500		5.1%
Safety, Security and Compliance		101	2	4.25	213,900	30,000	110,000		353,900		2.3%
Maintenance and Custodial Support		105	3	6.00	265,700	3,000	11,000		279,700		1.8%
Occupancy Costs		7	4	0.49	17,500	35,700	39,600		92,800		0.6%
Total FY16 College & Universities Approp	\$ 258,776,400			244.66	\$ 16,739,100	\$ 5,471,000	\$ 2,931,500	\$ 300,000	\$ 25,441,600		9.8%
6 Percentage of FY16 Appropriation											9.8%

Priority	By Institution/Agency	FY 2016 Appropriation	Page	Priority	FTP	PC	OE	CO	TB	FY 2017 Request	Comments	vs. 2016 Approp
Professional-Technical Education		56,204,600								13,086,300		23.3%
	State Leadership & Technical Asst.	2,025,300								238,400		11.8%
	Manage Staff Workload		109	1	3.00	198,400				198,400		9.8%
	Horizontal Alignment and Online Courses		115	3		40,000				40,000		2.0%
	Division FTP Request		123	6	1.00	61,400				61,400		N/A
	General Programs	13,814,400								8,963,700		64.9%
	Secondary Performance Based Funding		121	5					1,128,200	1,128,200		8.2%
	Post-secondary Programs	39,059,100								3,884,200		9.9%
	Colleague Data System (EITC)		113	2			119,600			119,600		0.3%
	Post-Secondary Capacity Expansion		117	4	38.00	2,617,400	315,700	831,500		3,764,600		9.6%
	Human Resources Senior Position (EITC)		125	7	1.00	67,100				67,100		0.5%
	Dedicated Programs	325,000										0.0%
	Related Services	980,800										0.0%
Community Colleges		33,961,000								5,086,800		15.0%
	College of Southern Idaho	12,518,200								549,200		4.4%
	CCI - Dual Credit Support		127	1	4.00	218,800	20,000			238,800		1.9%
	Student Instructional Support		131	2	-	107,900	5,000			112,900		0.9%
	Instructional Designer		135	3	1.00	95,800	11,000			106,800		0.9%
	Institutional Researcher		139	4	1.00	83,700	7,000			90,700		0.7%
	North Idaho College	10,635,800								2,164,100		20.3%
	Occupancy Costs		7	1	4.27	121,100	247,500	243,700		612,300		5.8%
	Complete College Idaho		143	2	8.00	467,000	137,000	4,500		608,500		5.7%
	Data System Analyst/Developer		149	3	1.00	106,000	5,000	3,000		114,000		1.1%
	Security Measures		151	4	2.00	99,700	15,000	525,000		639,700		6.0%
	Electronic & IT Coordinator		153	5	1.00	59,600	10,000	120,000		189,600		1.8%
	College of Western Idaho	10,807,000								2,373,500		22.0%
	Prior Years Unfunded Enrollment		157	1	10.00	717,000	1,083,000			1,800,000		16.9%
	Student Success		161	2	9.00	535,900	37,600			573,500		5.4%
Agricultural Research/Extension		28,736,200								0		0.0%
	Personnel and Operating Expenditures									0		0.0%

Priority	By Institution/Agency	FY 2016 Appropriation	Page	Priority	FTP	PC	OE	CO	TB	FY 2017 Request	Comments	vs. 2016 Approp
Health Education Programs		12,795,300								540,500		4.2%
	W-I Veterinary Education	1,915,600										0.0%
	WWAMI Medical Education	4,638,900	171	2	1.00	228,100	47,800			275,900		5.9%
	IDEP	1,550,100										0.0%
	Univ. of Utah Med. Ed.	1,356,000	175	3					84,600	84,600		6.2%
	Family Medicine Residencies	2,936,900	179	1					180,000	180,000		6.1%
	Idaho State University FMR											0.0%
	Family Medicine Residency of Idaho											0.0%
	Boise Internal Medicine Residency	240,000										0.0%
	Psychiatry Residency	157,800										0.0%
Special Programs		9,830,700								5,476,600		55.7%
	Forest Utilization Research	1,078,800								258,000		23.9%
	Research Scientist		183	1	1.00	79,000	5,000	3,000		87,000		8.1%
	Sage Grouse Habitat Research/Outreach		187	2	1.00	52,500	30,000			82,500		7.6%
	Capital Equipment Request		191	3			88,500			88,500		8.2%
	Geological Survey	824,200								218,600		26.5%
	Geological Hazard Geologist Position		195	1	1.00	89,700	7,000	31,500		128,200		15.6%
	GIS Analyst Position		201	2	1.00	83,500	4,000	2,900		90,400		11.0%
	Scholarships and Grants	6,724,900	207	1					5,000,000	5,000,000		74.4%
	Museum of Natural History	480,000										0.0%
	Small Bus. Development Centers	567,700										0.0%
	TechHelp	155,100										0.0%
State Board of Education		2,441,500								507,200		10.4%
	Office of the State Board of Education	2,303,700								253,600		11.0%
	Human Resource Specialist		211	1	1.00	68,200	3,000	1,000		72,200		3.1%
	Teacher Effectiveness Pgm Mgr		215	2	1.00	79,800	5,000			84,800		3.7%
	SLDS Analyst		219	3	1.00	93,100	2,000	1,500		96,600		4.2%
	Charter School Commission	137,800										0.0%
Idaho Public Television		2,314,000	223	1	6.00	433,800				433,800		18.7%
Vocational Rehabilitation		7,557,800								704,900		9.3%
	Vocational Rehabilitation	3,446,300	227	1					270,600	270,600		7.9%
	Extended Employment Services	3,908,100	231	2					340,000	340,000		8.7%
	Council for the Deaf/Hard of Hearing	203,400	235	3	1.00	75,000	15,900	3,400		94,300		46.4%
	Total	\$ 153,841,100			6.00	\$ 433,800	\$ -	\$ -	\$ -	\$ 25,836,100		16.8%

STATE BOARD OF EDUCATION

FY 2017 Budget Request

Colleges & Universities

Calculation of Occupancy Costs

1 Institution/Project	2 Projected Date of Occupancy	3 % of Use for Non-Aux. Education	4 Gross Sq Footage	5 Non-Aux. Sq Footage	(1) Custodial Costs				(3) Utility	(4) Maintenance Costs		(5) Other	Total Occ Cost	% qtrs used in FY17	Revised FY17
					(1) FTE	(2) Sal & Ben	Supplies	Total	Estimate	Repl Value	Cost@1.5%				
UNIVERSITY OF IDAHO															
4	October-16	100%	7,500	7,500	0.29	10,400	800	11,200	13,100	1,600,000	24,000	7,100	55,400	75%	41,600
5	October-16	100%	70,800	70,800	2.72	97,800	7,100	104,900	123,900	46,600,000	699,000	91,800	1,019,600	75%	764,700
6	July-16	100%	62,700	62,700	2.41	86,700	6,300	93,000	109,700	15,500,000	232,500	60,700	495,900	100%	495,900
7	July-16	100%	5,000	5,000	0.19	6,800	500	7,300	8,800	450,000	6,800	4,200	27,100	100%	27,100
8	July-15	100%	6,740	6,740	0.26	9,400	700	10,100	11,800	1,750,000	26,300	6,600	54,800	50%	27,400
9	October-15	100%	9,150	9,150	0.35	12,600	900	13,500	16,000	998,000	15,000	7,800	52,300	100%	52,300
					6.22	223,700	16,300	240,000	283,300		1,003,600	178,200	1,705,100		1,409,000
LEWIS-CLARK STATE COLLEGE															
13	July-15	100%	12,790	12,790	0.49	17,500	1,300	18,800	22,400	2,637,249	39,600	12,000	92,800	100%	92,800
					0.49	17,500	1,300	18,800	22,400		39,600	12,000	92,800		92,800
NORTH IDAHO COLLEGE															
17	July-15	100%	82,320	82,320	3.17	111,800	8,200	120,000	144,100	15,000,000	225,000	75,400	564,500	100%	564,500
18	March-16	100%	28,640	28,640	1.10	38,800	2,900	41,700	50,100	5,000,000	75,000	26,100	192,900	25%	48,200
					4.27	150,600	11,100	161,700	194,200		300,000	101,500	757,400		612,700

26 (1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

27 (2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.

28 Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

29 Salary CU: \$19,845.00 CC: \$18,900.00

30 Benefits

31 FICA

32 SSDI salary to \$110,100 6.2000% x salary

33 SSHI 1.4500% x salary

34 Unemployment Insurance 0.1500% x salary

35 Life Insurance 0.6750% x salary

36 Retirement: PERSI 11.3200% x salary

37 Workmans Comp x salary

38 Sick Leave 0.6500% x salary

39 Human Resources

40 20.4450% per position

41 Health Insurance \$11,540.00

42 Supplies 0.10

43

(3) Annual utility costs will be projected at \$1.75 per sq ft 1.75

(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.

(5) Other:

IT Maintenance 1.5000 GSF

Security 0.2200 GSF

General Safety 0.0900 GSF

Research & Scientific Safety Costs 0.5000 GSF

Total 2.3100

Too High - Used 1/3 0.7700 GSF

Landscape Greenscape 0.0003 CRV

Insurance Costs 0.0005 CRV

Total 0.00080 CRV

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: System-wide Needs

Agency No.: 501

FY 2017 Request

FUNCTION:

Function No.: 02

Page ___ of ___ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ___

Higher Education Research Council					
A: Decision Unit No: 12.01	Title: Higher Education Research Council			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Mission and Goals of HERC					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$300,000				\$300,000
LUMP SUM:					
GRAND TOTAL	\$300,000				\$300,000

Supports institution/agency and Board strategic plans:

This request supports the following areas in the State Board of Education's Strategic Plan:

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Performance Measures:

- Percentage of students participating in internships or undergraduate research

In addition to the Board's strategic plan this request also supports the Boards Higher Education Research Strategic Plan.

Goal 4 – Enhance learning and professional development through research and scholarly activity.

Objective a – Increase the number of university and college students and staff involved in sponsored project activities.

PM – Number of undergraduate students supported by sponsored projects

PM – Number of graduate students supported by sponsored projects

PM – Number of faculty and staff involved in sponsored projects

Objective b – Increase the dissemination of research findings.

PM – Number of peer-reviewed publications (students and faculty).

PM – Number of theses and dissertations.

Description:

Research is increasingly viewed as a key factor in the future economic vitality of Idaho. It is fundamental to the mission of a university or college due to its role in knowledge discovery. On the most basic level, research strengthens a university's or college's primary product – innovative, well-educated graduates ready to enter a competitive workforce.

Undergraduate experience in research or creative activity is critical in helping students determine an area of interest and in jump-starting their careers. These students learn to work in interdisciplinary teams, explore career fields, and often discover a passion for scholarly activity they did not know existed. The collaborative nature of undergraduate research and the individual mentoring students receive from their advisors enhances the student learning experience and contributes to student retention.

Idaho's universities and colleges recognize the importance of preparing researchers of the future and are committed to incorporating undergraduate student research and creative activity into the teaching and knowledge-discovery missions of the institutions. These endeavors may include students working on faculty-led projects or on student-initiated, classroom based projects.

In faculty led research and scholarly activity, students work collaboratively with faculty to learn the discipline of creative activity with direct application to a specific project of importance to the faculty member. In class-room based research, undergraduates engage in independent or team projects to integrate theoretical learning with the world beyond the classroom.

Funds currently allocated to HERC are used to support:

(1) individual and multi-disciplinary research projects;

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

- (2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
- (3) collaborative relationships between academia and varied shareholders outside the academy.

HERC funds are used:

- (1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
- (2) to ensure accountability for the state's investment via demonstrable results.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

To support undergraduate experiences in research and creative activity in Idaho's institutions of higher learning, fiscal resources are requested in the amount of \$300,000 annually.

This funding will be used for but is not restricted to:

- Undergraduate research and creative activity fellowships
- Purchase of research materials
- Assistance for activities such as travel to present research findings, to visit a research site, to show creative works, or to attend professional conferences.
- Develop curricula for project based classes

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. N/A
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. N/A
- c. List any additional operating funds and capital items needed. N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

On-going general funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

The immediate benefit is to the students, in addition to the increased quality of the education experience that research provides for students, students learn to work in interdisciplinary teams, explore career fields. The research experience also helps our Idaho businesses who hire these students upon graduation. Research experience gives students hands on experience in their areas of study that are invaluable to their future employers.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the one priority item for System-wide needs this year.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: Boise State University
 FUNCTION: Instructional and Student Support
 ACTIVITY: Improve college completion rates

Agency No.: 510

FY 2017 Request

Function No.: 01

Page __1__ of __8 Pages
 Original Submission __ or

Activity No.:

Revision No. 1

A: Decision Unit No: 12.01		Title: Complete College Idaho			Priority Ranking 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	91				91
PERSONNEL COSTS:					
1. Salaries	\$3,385,900				\$3,385,900
2. Benefits	\$1,745,200				\$1,745,200
3.					
TOTAL PERSONNEL COSTS:	\$5,131,100				\$5,131,100
OPERATING EXPENDITURES by summary object:					
1. Operating Expense	\$191,000				\$191,000
TOTAL OPERATING EXPENDITURES:	\$191,000				\$191,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$5,322,100				\$5,322,100

Supports institution/agency and Board strategic plans:

Support for the SBOE Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY:

Objective A: Access

Performance Measure:

- *Postsecondary student enrollment by race/ethnicity/gender as compared against population.*

⇒ The funding of this request will increase access of Idaho's citizens to post-secondary education by increasing capacity at BSU, especially at the upper division level.

Objective B: Higher Level of Educational Attainment

Performance Measures:

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

- *Percentage of new full-time students returning (or graduated) for second year in an Idaho public institution.*
- *Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.*

⇒ The funding of this request will have substantial impact on the level of educational attainment of Idahoans. It will:

- Increase retention by providing greater access to advisors and by increasing the proportion of courses taught by full-time faculty members.
- Increase progression to degree by removing bottlenecks and increasing capacity in high-demand programs.
- Increase the percent of Idahoans with a college degree by increasing capacity at Boise State University, the Idaho institution with the highest annual production of baccalaureate graduates.

GOAL 3: Effective and Efficient Delivery Systems

Objective A: Cost Effective and Fiscally Prudent –

Performance Measures:

- *Cost per successfully completed weighted student credit hour*
- *Average net cost to attend public 4 year institution.*

⇒ The funding of new academic support staff will increase the efficiency of delivery by BSU because department chairs will less time on administrative functions and more time on leadership, assessment and improving the effectiveness and efficiency of their academic departments and support for students.

Support for SBOE's Complete College Idaho Plan:

BSU has fully embraced the August 2010 call by the SBOE for more post-secondary graduates, and has made that call the cornerstone of strategic planning. BSU's Strategic Enrollment Plan is grounded on the goal of increasing the number of baccalaureate graduates, especially those with a substantial impact on Idaho's rate of educational attainment. BSU has consistently surpassed the goals set out by the SBOE for numbers of baccalaureate graduates. In addition, BSU has made substantial progress in increasing key measures that contribute to numbers of graduates; for example, our 6-year graduation rate increased from 30% for our 2006 cohort to 37% for our 2008 cohort.

BSU's line item request is focused on providing the capacity that is needed to continue to increase its number of baccalaureate graduates, thereby contributing to the SBOE's 60% goal in the CCI plan.

Connection with the SBOE's Program Prioritization Initiative

BSU's Program Prioritization process is connected to this request in the following ways:

- Productivity of graduates was an important component of prioritizing academic programs and departments. Any academic program with a number of graduates

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

per year below a threshold value (10 for baccalaureate programs) was required to take actions to increase productivity.

- Programs with high numbers of enrollees and graduates per faculty will be the recipients of new faculty positions.
- The principles of Program Prioritization were used as the basis for two recent actions that resulted in substantial reallocation of funding: (i) the closure of the Department of Community and Regional Planning and its academic programs; and (ii) the discontinuation of two lecturer positions and several adjunct faculty in the Department of History.

Support for BSU's Strategic Plan: Focus on Effectiveness 2012-2017

Goal #2: Facilitate the timely attainment of education goals of our diverse student population.

Performance Measures:

- *Number of degree graduates*
- *Baccalaureate graduates per FTE*
- *Freshman Retention Rate*
- *Six-year graduation rate*

⇒ The funding of this request will increase the ability of BSU to facilitate attainment of educational goals by our students by increasing capacity. It will:

- Increase retention by providing greater access to advisors and by increasing the proportion of courses taught by full-time faculty members.
- Increase progression to degree by removing bottlenecks and increasing capacity in high-demand programs.

Goal 4: Align university programs and activities with community needs.

Performance measure:

- *Number of graduates with high impact on Idaho's college completion rate:*
 - (i) Baccalaureate graduates from traditionally underrepresented groups (from rural counties and from ethnic minorities),*
 - (ii) Baccalaureate graduates who are Idaho residents, and*
 - (iii) Baccalaureate graduates who transferred from Idaho community colleges.*

⇒ The funding of this request will have substantial impact the number of graduates with high impact on Idaho's college completion rate by increasing capacity in high demand programs, by increasing access to advisors, and by removing bottlenecks to progression to degree.

Goal 5: Transform our operations to serve the contemporary mission of the university.

Performance measure:

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- *Total expense per EWA -weighted SCH delivered*
- *Number of graduates per \$100k expense*
- *Cost of education*

⇒ The funding of new academic support staff will increase the efficiency of delivery by BSU because department chairs will be more effective leaders and therefore be better able to ensure the effectiveness and efficiency of their academic departments.

Description:

The need for implementation of the Complete College Idaho Plan is encapsulated the following paragraph from a 2012 report from the Office of Performance Evaluations on reducing barriers to postsecondary education:

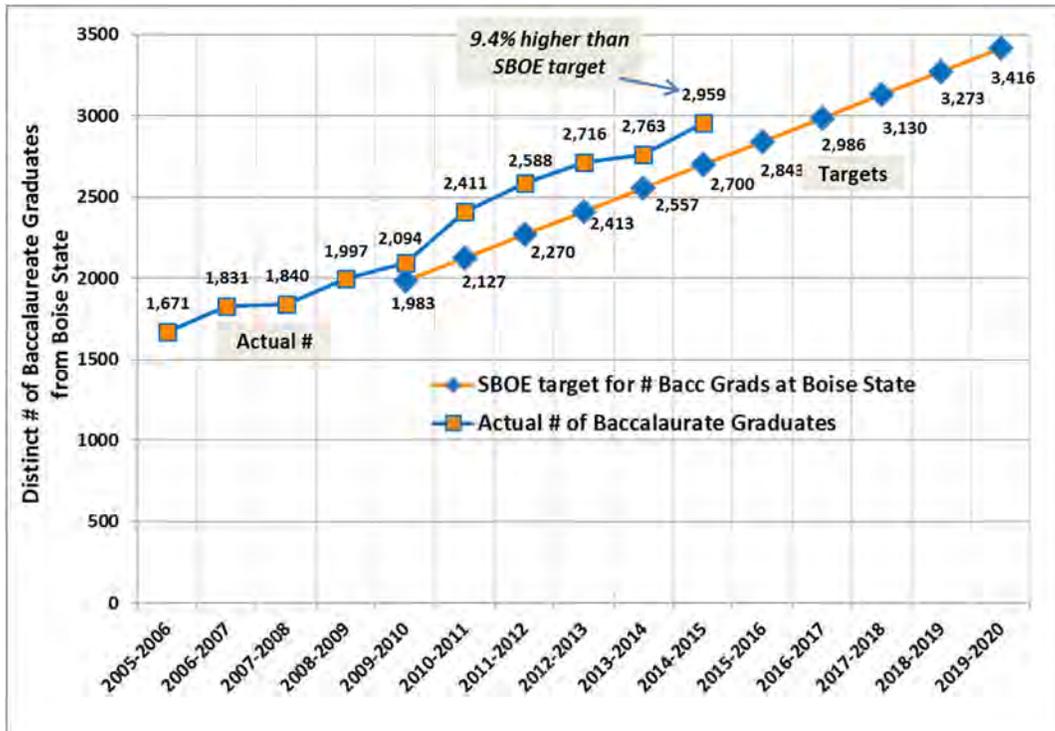
“The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses ... [and] the economic and social well-being of the state.”

The intent of the Complete College Idaho Plan is well-summarized by the following paragraph from the plan’s introduction:

“The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho’s education goal. This plan mirrors Governor Otter’s commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.”

Boise State University (BSU) is highly successful in producing college graduates, thereby contributing to the educational attainment rate of Idahoans. In fact, BSU has consistently exceeded the targets that were established in August 2010 by the Idaho State Board of Education for numbers of graduates (see graph).

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However, given our present level of state appropriations, the lack of funding of enrollment workload adjustments during years of rapid growth, and a shift in our student population to a higher proportion of upper division students, it will be difficult for BSU to continue to increase capacity and numbers of graduates without additional staffing.

Tenure-track faculty and clinical faculty are the most qualified to teach upper division courses, which are currently a bottleneck to degree progression and graduation for many students. We request funding for 27 additional tenure-track faculty members and 8 clinical faculty members to expand upper division capacity in degree programs with high student demand.

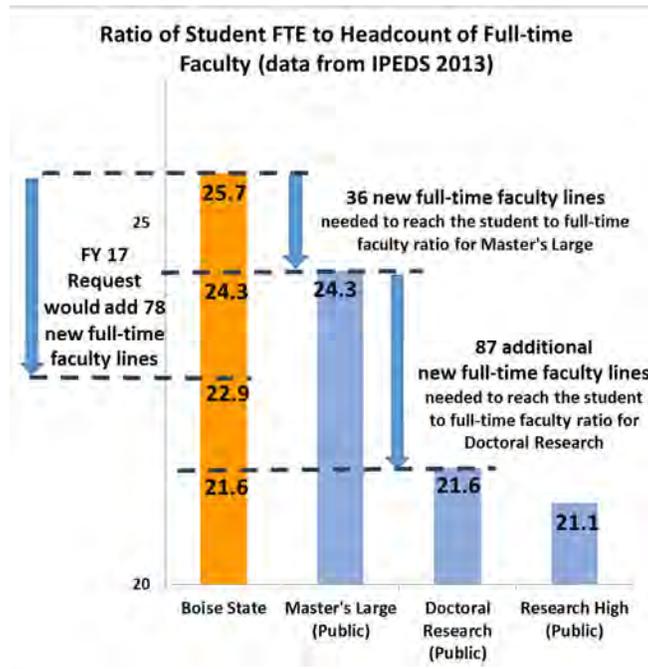
Our heavy reliance on part-time adjunct faculty to teach lower division courses is also a barrier to student progression toward degree. Full-time faculty are generally more accessible to students for outside-of-class support and advising. Full-time faculty also lead efforts to create innovative pedagogies. We request funding to reduce reliance on part-time adjunct faculty through the creation of 30 full-time Lecturer positions that would replace part-time instructional capacity with full-time instructional capacity.

Although we have made substantial progress in reducing the number of bottleneck classes at the lower division level, there remain a number of areas where additional instructional capacity at the lower division level would facilitate student progress. To provide that additional capacity, we request funding to create 8 new Lecturer positions.

The graph below shows the ratios of student FTE to full-time faculty members. The 78 full-time faculty positions in this request would move Boise State's ratio to a ratio between that of Master's-Large and Doctoral-Research Universities. Note that in the 2015

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Carnegie classifications, Boise State is likely to receive either a Doctoral Research or a Research-High classification.



Access by students to professional advisors has been shown to have a significant positive impact on student retention and reduced time to graduation. We request funds to hire two professional advisors, in order to reach a ratio of 300 lower-division students per advisor. Faculty members generally serve as advisors for upper-division students.

Finally, we will continue to restructure the administrative support of academic departments, in order to run business operations more efficiently and effectively. Restructuring and enhancing administrative support will free department chairs from tasks that could better be performed by staff members, enabling them to devote to focus on leadership and program development, student recruitment and career advising, and assessments and development of faculty, staff, and curricula.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

BSU produces more baccalaureate graduates than any other public institution in Idaho, and does so in a more cost efficient manner than any other public institution in Idaho. However, (i) state appropriation levels have not kept pace with increasing enrollments; (ii) the State Board of Education is understandably reluctant to approve large tuition increases; and (iii) BSU's student population has shifted to more upper division and graduate students. Consequently, it has become increasingly difficult for BSU to expand capacity, in order to increase its numbers of graduates.

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The following actions are proposed to enable us to increase our ability to increase production of baccalaureate graduates:

- Increase by 27 the number of tenure-track faculty members and increase by 8 the number of clinical faculty members. Tenure track and clinical faculty members are those most qualified to teach the increased number of upper division sections needed to remove bottlenecks to degree progression and graduation.
- Convert substantial part-time teaching capacity to full-time teaching capacity by increase by 31 the number of full-time lecturer positions, resulting in a reduction in our reliance on adjunct faculty members.
- Increase our overall lower division teaching capacity by adding 8 lecturer positions
- Increase by five the number of professional advisor positions to increase student retention and graduation.
- Increase by 13 our support staff in academic departments to create more efficient and effective academic departments.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

The following personnel will be hired with funds from this initiative.

- Twenty-seven tenure-track faculty lines, hired full-time on 9-month contracts at the assistant professor level. Salary and benefits are estimated at \$55,000 and \$22,855 per faculty member, respectively.
- Eight clinical faculty member lines, hired full-time on 9 month contracts. Salary and benefits are estimated at \$50,000 and \$21,795 per faculty member, respectively.
- Thirty-one lecturer positions that are conversions of part-time teaching capacity to full-time teaching capacity, hired full-time on 9-month contracts at the "lecturer" level. For each lecturer, salary and benefits are estimated at \$41,000 and \$19,888, respectively. Existing adjunct salary and benefits (\$23,736 and \$4,747 for a load equivalent to that taught by one lecturer) will be used to fund a portion of required salary and benefits; \$17,264 in salary and \$15,141 in benefits per lecturer will be funded by this initiative.
- Eight additional lecturer positions to provide additional instructional capacity at the lower division level. For each lecturer, salary and benefits are estimated at \$41,000 and \$19,888, respectively
- Five professional advisor positions, hired full-time on 12-month contracts. Salary and benefits are estimated at \$40,000 and \$19,676 per advisor, respectively.
- Thirteen administrative staff positions, hired full-time on 12-month contracts. Salary and benefits are estimated at \$35,000 and \$18,617 per staff member, respectively.

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b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The following are a small selection from among the many examples of the reallocation of resources to enhance the strength of our CCI efforts.

- The Department of Community and Regional Planning and its degree programs were discontinued, and two lecturer lines in the Department of History were discontinued.
- The College of Health Sciences shifted three FTE faculty lines from the Department of Nursing to the Department of Kinesiology and the Department of Community Health to enable them to expand capacity in the former and create a new B.S. in Public Health program in the latter. The new degree in Public Health will provide a more focused and professionally valuable degree for students interested in the health sciences, thereby increasing the number of graduates from Boise State University.
- Upgraded "Department Manager" positions were created in the Departments of English and Materials Science & Engineering via reallocation of funds; those position relieve the department chairs and faculty members of a number of administrative tasks and decisions, thereby freeing them to focus on broader issues and on instruction.

c. List any additional operating funds and capital items needed.

Each new faculty member requires additional operating expense to serve the students that will benefit from this initiative. Operating expense totaling \$191,000 is requested.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funds requested are ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will serve the needs of the state of Idaho and the businesses of Idaho by producing more college graduates, thereby enhancing the state's workforce. This request will serve the needs of the citizens of Idaho by providing them with additional opportunities to successfully complete a college education, in order to build the workforce required to bring high-paying jobs to Idaho.

Without the requested funding BSU's ability to produce additional college graduates will be limited.

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AGENCY: Boise State University
 FUNCTION: Instruction
 ACTIVITY: Materials Science and Engineering.

Agency No.: 512
 Function No.: 01
 Activity No.:

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Revision No. 1

Materials Science and Engineering					
A: Decision Unit No: 12.02	Title: Research Initiative			Priority Ranking 2 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8				8
GRADUATE ASSISTANTS	12				12
PERSONNEL COSTS:					
1. Salaries	\$720,000				\$720,000
2. Benefits	\$219,800				\$219,800
3. Graduate Assistant Stipends	\$360,000				\$360,000
4. Graduate Assistant Benefits	\$28,800				\$28,800
TOTAL PERSONNEL COSTS:	\$1,328,600				\$1,328,600
OPERATING EXPENDITURES by summary object:					
1. Graduate Assistant Tuition Waivers	\$126,400				\$126,400
2. Operating Expenses	\$64,000				\$64,000
TOTAL OPERATING EXPENDITURES:	\$190,400				\$190,400
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,519,000				\$1,519,000

Supports institution/agency and Board strategic plans:

Support for the SBOE Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY:

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:

- o *Ratio of STEM to non-STEM baccalaureate degrees conferred in STEM fields*

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- *Percentage of students participating in undergraduate research.*

⇒ The funding of this request will increase access of Idaho's citizens to a premier PhD program in materials science and engineering. The initiative will also result in increased numbers of STEM undergraduate majors and in increased undergraduate research opportunities. Note that the existing performance measures do not adequately assess the value of enhanced graduate-level educational opportunities.

GOAL 2: CRITICAL THINKING AND INNOVATION

Objective A: Critical Thinking, Innovation, and Creativity

Performance Measures:

- *Institution expenditures from competitive federally funded grants*
- *Institution expenditures from competitive industry funded grants*
- *Number of sponsored projects involving the private sector.*
- *Total amount of research expenditures*

⇒ The funding of this initiative will result in increased research productivity by MSE faculty members and students, especially in federally-funded grants and industry-funded research efforts. The above performance measures do not adequately assess what will likely be an even more important benefit to the state of Idaho: increased numbers of patents and startup companies that will result from research in the program.

Support for SBOE's Complete College Idaho Plan:

The Complete College Idaho Plan is founded on the notion that increased educational attainment will result in a more highly qualified workforce, providing economic benefit to the state. This line-item request will provide Idaho industry with highly qualified PhD graduates in materials science and engineering. Although the number of graduates will be small relative to baccalaureate programs, the economic impact will be profound.

Connection with the SBOE's Program Prioritization initiative.

BSU's Program Prioritization process is connected to this request in the following ways:

- Productivity of graduates was an important component of scoring of academic programs and academic departments. Although the PhD in MSE was too new in 2013-14 to be evaluated during Program Prioritization, the program has proven itself to be highly productive and efficient in terms of numbers of students enrolled, numbers of graduates, and time to degree. Were we to go through the Program Prioritization process at this time, the PhD in MSE would place in the top quintile.
- An important measure used to evaluate academic departments is research productivity, as measured by research expenditures per faculty member. Research expenditures per faculty FTE for the Department of MSE were two-and-

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a-half times that at peer institutions in the most recent results of the Delaware Study.

Support for BSU's Strategic Plan: Focus on Effectiveness 2012-2017

Goal 1: Create a signature, high-quality educational experience for all students.

⇒ The PhD in MSE program is poised to become the best in Idaho and one of the best in the Northwest. (At present, none of our performance measures adequately assess the value of signature graduate programs.)

Goal 3: Gain distinction as a doctoral research university.

Performance measures:

- *Total research & development expenditures*
- *Number of doctoral graduates*
- *New doctoral programs*
- *Number of peer-reviewed publications and number of citations*
- *Production of intellectual property (To be added to list of performance measures; measured via # of disclosures, licensing agreements, patents, and start-up companies.*

⇒ The funding of this request will contribute substantially to our distinction as a doctoral research university by increasing (i) research grant activity, (ii) the number of doctoral graduates, (iii) the number of publications, and (iv) the production of intellectual property.

Goal 4: Align university programs and activities with community needs.

Performance measures:

- *Number of graduates in high demand disciplines*
- *Number of STEM graduates*

⇒ The funding of this request will produce high-level graduates in a discipline that is in very high demand among local industry.

Description:

Recognizing the need for a stronger foundation in materials science in the region, the Micron Foundation donated \$13M to create a new PhD in Materials Science and Engineering (MSE) and fund it for four years.

This FY17 Line Item Request will enable BSU to expand the program, in particular enhancing the interdisciplinary foundation of the program, with permanent funding for:

- 8 new faculty lines that are jointly appointed in MSE and a partner department
- 12 new graduate assistantships

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As stated in his letter of support for the creation of the PhD program, Dr. Du Li, TEM Laboratory Manager, Micron Technology, Inc. wrote: *“To maintain the core value of the company, we have to enhance research and development to generate better product ideas. One of the requirements to fulfill this task is the need of highly trained engineers. These qualified engineers should normally have PhD training with solid background in at least one of two disciplines in Engineering... Materials Science and Engineering is one of these disciplines and will become more and more important in the near future.”*

The PhD in MSE was created in response several factors, including: (i) demand from local employers; (ii) a significant amount of external support for materials research at Boise State including grants from the National Science Foundation, the Department of Defense, and the Department of Energy; (iii) strong, research programs involving collaborations among faculty in the Departments of Materials Science & Engineering, Physics, Chemistry, Biology; and (iv) rapid growth of the B.S. and M.S. programs in MSE at BSU. The PhD program will generate a significant number of qualified graduate students with extensive training in the key areas of the state’s high-tech economy, including semiconductor science, nanotechnology, and energy materials.

The first students entered the program in Fall of 2012 and by Fall of 2014 the program had grown to 29 students enrolled, making it the largest PhD program in engineering in the state of Idaho. The program graduated three students in FY2014.

The strength and contribution of any PhD program depends primarily on its faculty. The primary use of the Micron gift was to create new faculty lines, the value of which was described by Dr. Hussein Zbib, Professor in the School of Mechanical and Materials Engineering at Washington State University, who served as an external reviewer for the program: *“With the addition of nine new faculty members and the projected enrollment in the PhD program, the MSE at BSU will become the largest MSE department in the northwest, providing a unique opportunity to lead the region in key areas of research.”*

The hiring of eight additional new faculty members will place the program firmly and unequivocally among the best programs in the nation. Each of the new faculty members will be jointly appointed between MSE and either the Department of Chemistry and Biochemistry (3 lines) or the Department of Mechanical and Biomedical Engineering (5 lines), strengthening the interdisciplinary nature of the program. Boise State faculty members from a wide range of disciplines involved in materials research are known for their work in fighting cancer, creating new materials that withstand extreme environmental conditions, developing an extraordinary array of sensors, and advancing knowledge in a wide range of other initiatives. Research expenditures per faculty member per year average approximately \$400,000, which is comparable to the top ten programs in the nation.

Materials research at Boise State has quickly matured into an effective partner to Idaho companies, where research collaborations are resulting in leading edge applications for the use of structural DNA as a way to overcome the technical and non-technical barriers to high-volume manufacturing of nanoscale materials, devices, and systems. Boise State materials researchers are also working in close collaboration with the Idaho National Laboratory on a range of issues that affect our energy security.

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Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Micron Foundation provided startup funding for Boise State to create a new PhD in MSE because of (i) increased demand, both nationally and locally, for highly trained PhD level graduates in MSE and (ii) the need for research into new materials and their application.

This line-item request provides the state legislature with the opportunity to grow this important program through the allocation of permanent funds.

To do so requires ongoing funding for:

- 8 new faculty lines that are jointly appointed in MSE and a partner department
- 12 new graduate assistantships

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The following personnel will be funded from this initiative.

- Eight tenure-track faculty lines, hired full-time on 9-month contracts at the levels of assistant professor and associate professor. Salary and benefits average \$90,000 and \$27,471 per position, respectively. Five of the faculty members will be jointly appointed in MSE and in the Department of Mechanical and Biomedical Engineering and three will be jointly appointed in MSE and in the Department of Chemistry and Biochemistry.
- Twelve graduate assistantships (an average of 1.5 per new faculty member), each with an annual stipend of \$30,000, benefits of \$1,200 per year, and the cost of a tuition and fee waiver of \$10,536 per year.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Using a combination of reallocated funds and funds resulting from increased enrollment, the University will fund all of the faculty, staff, and graduate assistant positions that were initially funded by the Micron Foundation.

c. List any additional operating funds and capital items needed.

Operating expense is requested in the form of tuition and fee waivers for graduate assistantships: 18 students at \$10,536 per student per year.

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Operating expense at \$8,000 per new faculty member is requested to fund In addition, computers, equipment and travel funds.

A new academic building is needed and is on the University's Set A capital budget request. Fundraising is underway and a sizeable gift is in the final stages of approval.

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

All funds requested are ongoing to support permanent faculty and graduate assistant lines and to provide operating and travel funds. The building is not included in this request, but is noted since this new program will be housed in that facility.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The Treasure Valley area of Idaho has the largest concentration of advanced materials-related manufacturing companies in the state, including Micron Technology and Hewlett-Packard. A wide variety of smaller companies also need materials expertise including Quality Thermistor, Plexus, NxtEdge, Campbell Company, and PKG. The Idaho National Laboratory also employs a large group of material scientists, who are critical in maintaining the lab's leadership role in the advancement of nuclear energy and other renewable energy sources. The continued success and growth of a regional high-technology economy and the ability to attract other major companies requires a research and development base and the availability of a highly skilled technical workforce.

Although 80% of Idaho residents are high-school graduates (as compared to 75% nationwide), the state ranks near the bottom in the production of new science and engineering doctoral degrees. As a result, a large fraction of the high-tech job opportunities available within the state go to well-qualified graduates from other states. Therefore, if more Idaho residents were qualified, local employers would be interested in hiring them.

Funding this request will enable BSU to grow an already strong program. Failure to fund this request will result in lost opportunities, not only in the number of PhD graduates but in new discoveries in materials science and engineering.

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AGENCY: Boise State University
 FUNCTION: Instructional
 ACTIVITY: Program support for new college

Agency No.: 512
 Function No.: 01
 Activity No.:

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A: Decision Unit No: 12.03		Title: College of Innovation & Design			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	11.5				11.5
PERSONNEL COSTS:					
1. Salaries	\$706,200				\$706,200
2. Benefits	\$274,500				\$274,500
TOTAL PERSONNEL COSTS:	\$980,700				\$980,700
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:	\$40,200				\$40,200
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,020,900				\$1,020,900

Supports institution/agency and Board strategic plans:

Support for the SBOE Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY:

Objective B: Higher Level of Educational Attainment

⇒ The funding of this request will have substantial impact on the level of educational attainment of Idahoans. It will:

- Increase retention by providing greater variety of majors and options for students to explore areas of interest outside of their major and essentially customize their educational experience.
- Increase the percent of Idahoans with a college degree by adding new programs of interest to serve today's students and industry leaders.

Objective D: Transition

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⇒ The funding of this request will have substantial impact on our students perception of quality of their educational experience. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies.

GOAL 2: Critical Thinking and Innovation

Objective A: Critical Thinking, Innovation and creativity – increase research and development of new ideas into solutions that benefit society

Objective B: Quality Instruction – increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff.

⇒ The funding of this request will have substantial impact on our students educational experience and their ability to think critically and tackle problems innovatively. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies

Support for BSU's Strategic Plan: Focus on Effectiveness 2012-2017

Goal #1: Create a signature, high-quality educational experience for all students

Performance Measures:

– *NSSE benchmark of student perception of quality of educational experience*

⇒ The funding of this request will have substantial impact on our students educational experience and their ability to think critically and tackle problems innovatively. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies

Goal #2: Facilitate the timely attainment of education goals of our diverse student population.

Performance Measures:

– *Number of degree graduates*

– *Freshman Retention Rate*

– *Six-year graduation rate*

– *eCampus*

⇒ The funding of this request will increase the ability of BSU to facilitate attainment of educational goals by our students by increasing capacity. It will:

– Increase retention by providing greater access to advisors and by increasing the proportion of courses taught by full-time faculty members.

– Increase progression to degree by removing bottlenecks and increasing capacity in high-demand programs.

Goal 4: Align university programs and activities with community needs.

Performance measure:

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– *Number of graduates in high demand disciplines*

⇒ The funding of this request will have substantial impact on our students perception of quality of their educational experience. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies.

Support for SBOE’s Complete College Idaho Plan:

BSU has fully embraced the August 2010 call by the SBOE for more postsecondary graduates, and has made that call the cornerstone of strategic planning. Boise State’s Strategic Enrollment Plan is grounded on the goal of increasing the number of baccalaureate graduates, especially those with a substantial impact on Idaho’s rate of educational attainment. Boise State has consistently surpassed the goals set out by the SBOE for numbers of baccalaureate graduates. In addition, Boise State has made substantial progress in increasing key measures that contribute to numbers of graduates; for example, our 6-year graduation rate increased from 30% for our 2006 cohort to 37% for our 2008 cohort.

Our line item request is focused on providing greater variety of majors and options for students to explore areas of interest outside of their major and essentially customize their educational experience, which will contribute positively to enrollment, retention, academic quality and the student experience.

Connection with the SBOE’s Program Prioritization initiative.

The creation of the College of Innovation and Design (CID) was made possible in large measure by the program prioritization effort and the acknowledgement on campus that as we make way for new and innovative programming to serve students and our community, we have to review existing programming and ensure it is still relevant. Because of this process, all of the initial funding to pay for the central college administration was derived from reallocation. We expect this to be an ongoing process such that reallocation of resources to the College of Innovation and Design for unique programming will continue as time goes on. However, in order to most effectively launch our efforts in these areas and open up these services to larger numbers of students, a new state investment is needed.

Description:

Funding is being sought to support new programming for the College of Innovation & Design (CID) as well as the enhancement of existing campus programs as they transition to CID. The College of Innovation and Design is a university-wide hub focused on transforming academic programming, learning, and research at Boise State University. Leveraging the speed, collaboration, and risk-taking of a start-up, the college will inspire and support faculty, students and community members from diverse disciplines to create new pathways of learning that anticipate the demands and opportunities of our ever-changing world and workplace.

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We anticipate that teams of faculty, students and others will use this structure and the opportunity it provides to generate pioneering degrees, badges and certificates as well as design new and innovative approaches to research, community engagement efforts and other initiatives that transcend conventional university boundaries, structures or disciplines.

Specifically, funds will be used to support the new Bachelor of Science in Games, Interactive Media & Mobile (GIMM) program, to build a Bridge to Career program, and to enhance, expand and permanently fund Venture College.

Games, Interactive Media & Mobile (GIMM)

Boise State University's new Bachelor of Science in Games, Interactive Media & Mobile (GIMM) is the first degree program approved within the new College of Innovation & Design. It will produce client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware. The proposed program will take advantage of emerging technological change in the mobile and gaming development industries. The GIMM program will provide a broad, comprehensive, and technologically-focused program of study that includes courses in game development, interactive media creation, mobile application development, information technology management, art, and graphic design. The program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers. The University is using local funds to initiate the program. This request is for permanent, appropriated dollars to support the program into the future.

Bridge-to-Career

The Bridge to Career project will develop ways to offer Boise State University undergraduate students with essential, complementary knowledge and skills outside their disciplinary home, thereby better preparing students for success as they transition from campus to career. The project will initially have three emphases: business literacy, technical literacy, and professional success. Other emphases, like International literacy, are also being explored.

The idea is for students to develop basic fluency in areas that will impact their ability to be hired and be successful in the workplace. The program will develop credit-based courses that will provide basic proficiency to augment a particular degree/major. For example, an Art major who plans to produce and sell individual works would benefit greatly from business literacy. An English major could benefit greatly from adding technical literacy to their skills in order to navigate the various methods used for communicating in today's society. Bridge to Career courses will be available to all students at Boise State University.

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Venture College

Venture College was created at Boise State a few years ago to help Boise State students start businesses (or non-profits) while pursuing their education. It is being moved to the College of Innovation & Design so that we can enhance and expand its offerings. Specifically, Venture College will be available to 1000+ students each year, regardless of major, and will help those who have interest in testing their ideas and skills to solve complex problems, not just those who want to start businesses.

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

GIMM

Funds will be used to support faculty hires and operating expenditures in the new Bachelor of Science in Games, Interactive Media & Mobile (GIMM) program. The University is using local funds to initiate the program. This request will provide for permanent, appropriated dollars to support the program into the future.

Bridge to Career

Funding will support the cost of initial staff and faculty to offer coursework to students. Bridge to Career is being initiated with existing university resources (local funds). This request will provide for permanent, appropriated dollars to support the program into the future.

Venture College

Funding will support current staffing in Venture College and allow for additional staff to support the expansion of the program. Local funds have been supporting current staff since the program was piloted in 2013.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**
- c. List any additional operating funds and capital items needed.**

GIMM: Funds are requested for salaries and benefits for four faculty lines: one clinical associate professor, who will also serve as director, and three clinical assistant professors. Each of these positions is full-time on 9 month contract. In addition, funds are being sought to support software licensing.

Bridge-to-Career: New appropriated funding is necessary to implement this program and support a part-time director to oversee the program and a full-time instructional designer

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to develop the courses necessary for the program. We will make substantial use of professionals in the business community to teach classes based on their own experience in the workforce. Support for these adjunct instructors is included in the request.

Venture College: Funds are requested to support new, permanent staff positions to expand Venture College beyond its current capacity so it can support entrepreneurial ventures and ideas from larger numbers of students. Specifically, the request will support six full-time staff positions.

GIMM	Salary	Fringe	Other	Total
Clinical asst professor	\$ 58,000.00	\$ 23,490.20		\$ 81,490.20
Clinical asst professor	\$ 58,000.00	\$ 23,490.20		\$ 81,490.20
Clinical asst professor	\$ 58,000.00	\$ 23,490.20		\$ 81,490.20
Assoc professor/director	\$ 75,000.00	\$ 27,092.50		\$ 102,092.50
Operating expenses (software)			\$ 40,200.00	\$ 40,200.00
Total				\$ 386,763.10
Bridge to Career	Salary	Fringe	Other	Total
Director	\$ 10,000.00	\$ 13,319.00		\$ 23,319.00
Instructional Designer	\$ 55,000.00	\$ 22,854.50		\$ 77,854.50
Adjunct support	\$ 45,000.00	\$ -		\$ 45,000.00
Total				\$ 146,173.50
Venture College	Salary	Fringe	Other	Total
Director	\$ 87,610.00	\$ 29,764.56		\$ 117,374.56
Assoc Director	\$ 85,884.00	\$ 29,398.82		\$ 115,282.82
Asst Director	\$ 43,680.00	\$ 20,455.79		\$ 64,135.79
Coordinator	\$ 45,000.00	\$ 20,735.50		\$ 65,735.50
Coordinator	\$ 45,000.00	\$ 20,735.50		\$ 65,735.50
Admin Assistant	\$ 40,000.00	\$ 19,676.00		\$ 59,676.00
Total				\$ 487,940.17
TOTAL ALL PROGRAMS				\$ 1,020,876.77

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Additional operating and capital funding needed to support the positions is being provided through reallocation of resources or local funding.

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

All funds requested are intended to be ongoing, since most of the request is for permanent staff salaries and benefits.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

GIMM

The GIMM program's goal is to create a nationally recognized curriculum that produces developers capable of creating interactive experiences with visual design, programming, and narrative skills. The program will maintain a focus on the cutting edge of technology, and will expose students to the latest trends in the industry, thereby supporting the growth of high tech industry here in Idaho.

The proposed program will meet the needs expressed by the Boise Valley Economic Partnership, which has been organizing game development and digital media development companies in the Treasure Valley to increase awareness and attract more of the gaming industry to the state. A November, 2013, meeting of industry and university representatives was held to identify needs for growing the industry in Idaho. Below is an excerpt from the report generated at the meeting:

“Education was another important theme raised in the discussion. For the industry, education had several needs including training the next generation of artists at the universities and colleges and helping artists communicate with others outside their fields (notably architecture, engineering and medical). The industry wants the universities and colleges to grab hold of the educational needs and develop a gaming program, offering core classes in gaming. Salt Lake City, UT was one example provided that developed a focus on training and gaming. Resources and training are also needed to help artists overcome the gap in talking about projects with engineers and architects. Several indicated that the larger community could assist with that effort.”

Funding to support this effort will serve students interested in this major as well as industry which will ultimately employ our graduates.

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Bridge to Career

A recent report issued by the New York Federal Reserve confirmed, through analyzing 20 years of data, that today's graduates are having a tougher time transitioning to the job market than in the past and many are accepting jobs for which they are over-qualified—low-wage or part-time work.

The challenge in today's world is whether universities are providing all the tools necessary for the long-term success of our graduates. To provide our students with more opportunities to prepare for their entry into the workplace, Boise State has created a "Bridge to Career" program that students will be able to layer onto their degrees to demonstrate organizational and managerial skills that will improve their prospects as both job applicants and successful team members in the profit or not-for-profit sectors.

Benefits to both students and employers will be significant and serve to lessen the transition from college to workforce.

Venture College

The funding request will allow expansion of the program to serve a much larger number of students (1000+ annually) and a broader set of interests and issues. This funding will support the Boise community through support for startup ventures and by providing students with assistance and guidance as they seek to create solutions to societal issues.

Select highlights since the inception of the pilot program:

- *Fifteen have achieved revenue ranging from a few hundred dollars to more than \$200,000.*
- *Ten pre-revenue entrepreneurs are continuing to test their ideas.*
- *Three concluded that their ideas will not work.*
- *One joined another entrepreneur.*
- *The others accepted full-time employment.*
- *Nine did not finish this rigorous program.*
- *Fourteen have earned the Boise State University Venture College Badge, signifying competency in the skills needed to test a business idea, including critical thinking, creativity, communications and collaboration.*
- *Six have obtained employment as a result of their Venture College experiences.*
- *Two have raised a total of \$175,000 of capital.*
- *Nine full-time-equivalent new jobs have been created.*
- *More than 400 community and business leaders agreed to serve as mentors to our entrepreneurs and as advisers to Venture College. More than 100 of them directly worked with one or more of our entrepreneurs.*

Lack of funding for these programs will slow the start of our new College endeavors and potentially limit its impact and reach to our students and the community we serve.

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AGENCY: Boise State University
 FUNCTION: Public Safety
 ACTIVITY: Campus Safety and Security

Agency No.: 512
 Function No.: 01
 Activity No.:

FY 2017 Request
 Page 1 of 7 Pages
 Original Submission X or
 Revision No.

A: Decision Unit No: 12.04		Title: Department of Public Safety			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00 New 22.00 Reclassifications				24.00
PERSONNEL COSTS:					
1. Salaries	173,900				173,900
2. Benefits	57,800				57,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	231,700				231,700
OPERATING EXPENDITURES by summary object:					
1. Operating Expenditures	168,300				168,300
TOTAL OPERATING EXPENDITURES:	168,300				168,300
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	400,000				400,000

Supports institution/agency and Board strategic plans:

Boise State Goal 4: Align University programs and activities with community needs.

Boise State Goal 5: Transform our operations to serve the contemporary mission of the University.

Description:

Boise State University Campus Security and Police Services intends to transition from a civilian security department to a public safety department with sworn police officers, having full police powers consistent with Idaho Peace Officers Standards and Training (P.O.S.T.) certifications. According to the Bureau of Justice Statistics, nearly all (92%) U.S. four-year public colleges and universities operated their own

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law enforcement agencies during the 2011–2012 school year. Supporting this transition would align Boise State with national best practices, as well as with our peer institutions and conference partners. Additionally, this transition supports the University's strategic plan to become a metropolitan research university of distinction, acting as a leader in higher education environment in Idaho and falling in line with the standard across the country.

By creating a Boise State University Department of Public Safety, there would be numerous benefits:

- Emphasis in community policing and problem solving through continuous and new partnerships within the campus, the surrounding community, and regional law enforcement communities.
- Ability to enforce Boise State policy and procedures.
- A customer-service focus with Department of Public Safety employees.
- A coordinated, team approach to on-campus crime prevention and investigation, including an increased focus on sexual assault cases.
- Increased training and safety presentations for the campus community.
- Increased involvement in the educational and developmental process.

Boise State would be building on the already-established relationship with local law enforcement while meeting the specialized needs of a higher education population. Boise State University police officers would be more focused on community service and connecting with students and other employees; having a better understanding of University policy and procedures, as well as federal and state laws that govern higher education institutions; and internal resources.

Boise State University will use a phased-in approach to transition our current Campus Security and Police Services department to a law enforcement agency, which would include event security and parking functions, while continuing our relationship with the Boise Police Department. Through the four phases, Campus Security and Police Services will pursue the necessary legislative changes to authorize a law enforcement agency in the higher education setting; merge with Transportation and Parking Department, as well as restructuring Campus Security and Police Services, to build the foundation for the Department of Public Safety. We would also work on ensuring adequate facilities for the expansion of the Department of Public Safety and developing the policies and procedures necessary. The final result will be a Boise State University Department of Public Safety that will not only be a leader in Idaho for campus safety and security, but will also contribute to a positive and safety environment for the campus community to study, work, and visit.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

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Boise State University Campus Security and Police Services intends to transition from a civilian security department to a public safety department with sworn police officers, having full police powers consistent with Idaho Peace Officers Standards and Training (P.O.S.T.) certifications.

The Department is headed by the Executive Director of the University Security Department, who is responsible for overseeing Boise State University's security program. The rest of the security team is comprised of a Security Operations Manager, Assistant Director of Event Security, Threat Assessment and Security Analysis Manager, Security Analyst, Security Officer Supervisor, 9 full-time Security Officers and 14 part-time Security Officers. Boise State University security officers patrol the campus 24 hours a day, 7 days a week.

Base Budget:

Appropriated:	\$1,533,237
Local:	<u>\$ 599,150</u>
Total:	\$2,132,387

By Account:

Regular Salary:	\$ 630,601
Irregular Salary:	\$ 75,487
Fringe Benefits:	\$ 318,797
Operating:	\$ 113,422
Travel:	\$ 5,000
Security Contract:	<u>\$ 989,080</u>
Total:	\$2,132,387

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The University intends to hire 2 new full-time, benefit eligible positions and reclassify 22 full-time benefit eligible positions, through the merging of Transportation and Parking Services with the Campus Security and Police Services to create the Division of Public Safety in phase one of a multi-phased initiative. The positions would become effective July 1, 2016 if the request is approved.

- 2 position reclassification to Associate Director
- 1 position reclassification to Records Unit Manager
- 1 position reclassification to IT Security Manager
- 1 position reclassification to Community Service Manager
- 2 position reclassifications to Community Service Officer Supervisor
- 2 position reclassifications to Traffic Event Specialists Supervisor
- 13 position reclassifications to Community Services Officers
- 1 new position of Assistant Director – Emergency Management
- 1 new position of Crime Analyst

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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Personnel Costs

Position Change/New Position	Estimated Salary Amount	Estimated Fringe
Assistant Director - Emergency Management	\$58,900.00	\$23,681.00
Associate Directors (2)	\$28,800.00	\$6,000.00
Crime Analyst	\$45,000.00	\$21,100.00
CSO Manager	\$7,984.00	\$1,700.00
CSO/TES Supervisors	\$12,500.00	\$2,800.00
CSOs	\$9,700.00	\$2,500.00
Officer Overtime and Event Security	\$11,035.00	
TOTAL	\$173,919.00	\$57,781.00

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

In line with Program Prioritization findings, a new Division of Public Safety will be created by consolidating University Security and Transportation and Parking Services. The new office will be reorganized into two primary offices: Operations and Events.

During the Program Prioritization Process, several of the highest risk programs in the division were: Campus Security, Security Compliance, Emergency Preparedness, Event Security/Management, and the Parking Shuttle Program. While some of the most stable and low risk programs were in the Transportation & Parking Services areas to include, Parking Space Management, Parking & Traffic Operations, the Parking Cycle Learning Center, Parking Maintenance, and Parking Information Technology.

By restructuring the two areas, stability will be brought to high risk areas by using the structure and efficiencies already existing in low risk areas. In addition, several of the SBOE Approved Peers have similar structures and this action will continue to bring Boise State in line with our peer institutions. In review of our aspirational institutions (<http://ir.boisestate.edu/peer-institutions/>), two of the three have similar organizational structures to the proposed.

Additionally, in the event of an emergency, currently Parking Event Staff handle the evacuation of campus due to them having the man power and training to efficiently and effectively move vehicle and pedestrian traffic, clearing the way for Security and Boise Police to handle the emergency situation.

The restructuring would increase and reinforce Security's presence as necessary for the daily operations of campus. Transportation and Parking Services would become an integral operational part of campus and would be refocused. Shifting the mission of TPS is an important part of program prioritization.

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This will significantly increase the University's ability to plan for events and meet emergency needs as they arise.

In order to minimize services impact, the process will occur in four phases, with this request being the first phase.

c. List any additional operating funds and capital items needed.

Operating Expenditures	Estimated Amount
Uniforms & Equipment	\$30,000.00
Training	\$64,800.00
Radios	\$1,000.00
Office Equipment	\$5,400.00
Computer	\$4,000.00
Cell Phones/Printers	\$6,500.00
Marketing & Branding	\$7,000.00
Field Supplies	\$4,000.00
Report Exec Licenses	\$3,600.00
Individual Org Memberships	\$2,000.00
Vehicle	\$40,000.00
TOTAL	\$168,300.00

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is the first part of a multi-phased initiative. Over the life of the life initiative the University will experience cost savings.

Boise State University will use a phased-in approach to transition our current Campus Security and Police Services department to a law enforcement agency, which would include event security and parking functions, while continuing our relationship with the Boise Police Department. Through the four phases, Campus Security and Police Services will pursue the necessary legislative changes to authorize a law enforcement agency in the higher education setting; merge with Transportation and Parking Department, as well as restructuring Campus Security and Police Services, to build the foundation for the Department of Public Safety.

Fee structure changes, revenue, and anticipated grant awards are anticipated to be minimal in the first phase of this transition.

All operating expenditures are ongoing except for the vehicle purchase (\$40,000.00)

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4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request serves the students, faculty, staff, and visitors of the University directly. In addition the expanded areas around campus, including the newly developed Lusk Street area will be served by the Division of Public Safety through increased security presence, faster response times, security escort services, and emergency notifications.

5. Include a Problem Statement and Solution Statement along with measurable outcomes.

Boise State University Campus Security and Police Services is currently not aligned with national best practices and peer institutions.

According to the Bureau of Justice Statistics, nearly all (92%) U.S. four-year public colleges and universities operated their own law enforcement agencies during the 2011–2012 school year. Supporting this transition would align Boise State with national best practices, as well as with our peer institutions and conference partners.

Outcomes can be measured through increased response time, officer to student ratios, security officer logs, incident reports, University compliance with Clery Act and Title IX mandates, and ability to effectively and efficiently respond to emergency situations.

6. Line-item requests should be scalable.

By using a four phased approach, the line item remains scalable.

7. Address the influence of program prioritization on the request. Did you consider reallocating funding for this line-item?

Program Prioritization was the leading reason for this request. By using a combination of reallocated resources and new line-item requests, the University can develop a Division of Public Safety that brings the University in line with peer institutions and national standards.

8. How does the request advance the Board's 60% Goal or CCI Plan?

The University has seen increased interest in the Security operations at new student orientation. Parents and students are concerned with the safety of campus. There is also increased pressure on Security to keep up with the Campus Security Act of 1990, Title, and the Jeanne Clery Act. Security Officers worked 22,625 man hours during FY 13. Most (98%) of institutions with 15,000 or more students have university employed sworn campus law enforcement officers who enforce both criminal law and university policy.

The Division of Public Safety will provide students with a safe living and learning environment that will allow them to focus on their school work, rather than safety.

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AGENCY: Idaho State University
FUNCTION: Complete College Idaho
ACTIVITY: CCI – Retention and Completion

Agency No.: 510
 Function No.: 03
 Activity No.:

FY 2017 Request
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 Original Submission X or
 Revision No.

Complete College Idaho – Retention and Completion					
A: Decision Unit No: 12.01	Title: Complete College Idaho – Retention and Completion			Priority Ranking 1 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	21.00				21.0
PERSONNEL COSTS:					
1. Salaries	930,000				930,000
2. Benefits	426,000				426,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	1,356,000				1,356,000
OPERATING EXPENDITURES by summary object:					
1. Travel	21,000				21,000
2. Materials/Supplies (+ “early alert”)	110,000				110,000
3. Communication	15,000				15,000
TOTAL OPERATING EXPENDITURES:	146,000				146,000
CAPITAL OUTLAY by summary object:					
1. PCs and workstations	63,000				63,000
TOTAL CAPITAL OUTLAY:	63,000				63,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,565,000				1,565,000

Supports institution/agency and Board strategic plans:

The proposed program supports key strategies identified in the Idaho State Board of Education and Idaho State University strategic plans. In particular, the technology-enabled “early alert” system and just in time intrusive advising will significantly advance those strategies associated with Complete College Idaho and the Board’s 60% goal **by strengthening the pipeline and developing intentional advising along the K-20 continuum.**

ISU Goal 2: ACCESS AND OPPORTUNITY

Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational

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goals. Objective 2.2—Students’ progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place.

Through the use of a technology-enabled “early alert” system, retention advisors at Idaho State University will closely monitor individual students from admission through graduation, improving students’ ability to “climb their curricular ladders” and achieve their educational goals. All academic advising at Idaho State University will be intrusive, efficient, and targeted, providing students with just in time advising to attain their intellectual potential.

SBOE Goal 1.B: The educational system will provide opportunities for individual advancement. Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

By combining technology with proactive advising, students will advance through Idaho State University more efficiently and effectively. Students will reduce the number of excess credits earned, reduce unnecessary student debt, receive vital advice in a timely manner, and decrease the number of academic missteps along the way.

Counseling services keep students in college that might otherwise stop out or drop out. This leads to enhanced retention and graduate rates for ISU. It allows ISU to meet the individual needs of students who attend ISU.

SBOE Goal 3.B: Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.

Early alert systems provide essential data for informed decision-making and continuous improvement with regard to student retention, persistence, and graduation. These systems help ensure that students are enrolling in the correct courses for their intended majors; provide crucial information for “at risk” populations; and deliver predictive measures to develop best practices to advance future populations of students.

Complete College Idaho:

Strengthen the Pipeline - Develop intentional advising along the K-20 continuum that links education with careers.

Through tighter alignment with Idaho high schools, ISU retention advisors will provide greater connectedness and information along Idaho’s educational continuum thereby increasing Idaho’s “go on” and completion rates.

Performance Measure:

The following are ISU’s relevant performance measures linked to strengthening the pipeline and developing intentional advising.

Positively impact time to degree by 5% over the next three years; positively impact retention rates by 5% over next three years; positively impact undergraduate degree

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production by 5% over the next three years; increase the retention rate to 75% over the next three years; increase to 50% the number of full-time freshman students who participate in First Year Seminar and university orientation courses; and maintain sufficient access to advising.

Description:

Retention and Completion

Problem: A pressing challenge for Idaho is to increase degree and certificate completion for all individuals, of all ages, and for all socioeconomic backgrounds. Retention rates in Idaho's higher educational institutions are simply not what they need to be in order to reach Idaho's 60% goal. Idaho State University is working to improve retention rates and has seen a 6.7% retention increase for full-time freshmen students from 2010 (62.3%) to 2013 (69%). Clearly, much still needs to be accomplished in this regard.

Solution: Retention and completion must become the focus of higher education across Idaho. To this end, Idaho State University proposes to closely oversee academic student progress, using a technology-enabled "early alert" system and further provide targeted "intrusive advising" to ensure student success. This intrusive advising is part of a larger retention and completion strategy that includes; greater connectedness with Idaho high schools; strong summer bridge programs; clear 4-year degree "academic" maps; focused student cohorts within structured schedules; full-time student enrollment of 15 credits per semester; "critical path" or "milestone" course completion each semester; and increased major/field specific advising to transition students into the workplace. In essence, ISU is proposing to place *all* future and current ISU students on guided pathways to successful careers.

In order for ISU to continue to build on our recent retention and completion successes, we are proposing to purchase a technology based "early alert" system; hire a technical analyst to implement and support the system; and hire a cohort of retention advisors (20 in total) in order to fully engage with our students.

This strategy will increase our ability to track student performance in required courses and focus interventions when and where they are needed most. For example, an early alert system will inform an advisor when a student has enrolled in the wrong class for his/her particular major or if a "critical path" course is not completed on time. An advisor will then intervene decreasing the impact of the student's misstep. Further, an early alert system provides us with the ability to target "at risk" students with specific interventions for their specific needs. Enabled by technology, all academic advising will be intrusive, efficient, and targeted, providing students with just in time advising when they need it most.

In order for ISU to bring full circle our retention and completion strategy, linking education with career opportunities, we are proposing that our retention advisors not only work with high schools to increase college awareness and connectedness, but also develop discipline specific expertise to effectively provide major/program explicit academic and

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career advising. Thus, each advisor will mentor a student from the college application process, through lower division course discovery, upper division course selection, and graduation. These retention advisors will reach out to each and every student ensuring effective, consistent, clear, and specific academic advising. In collaboration with faculty across campus, retention advisors will also teach courses focused both on university orientation and career exploration. Because each student will have one advisor from college entrance to completion, students will no longer fall through the cracks and will therefore be retained and graduate at significantly higher rates.

Projected Outcomes: Universities across the country who have implemented technology-enabled intrusive advising programs such as the one described above have shown significant increases in retention and graduation. By means of example, Georgia State University's implementation has increased its graduation rates by more than 20 percentage points (from 31.5% to 53.4%) over the last 10 years. Idaho State University anticipates comparable significant results as well.

Program Prioritization: Retention and completion initiatives were determined to be Tier 1 priorities within ISU's program prioritization process. As such, new and additional resources are to be committed to these central goals. Program prioritization fund reallocation has thus far all been committed to Tier 1 academic priorities.

Questions:

1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Idaho State University recommends implementing a retention and completion strategy which includes the hiring of 1 Technical/Functional Analyst (IT), a cohort of 20 Retention Advisor/Instructors, and the purchase of an "early alert" retention system such as the Student Success Collaborative (an Educational Advisory Board product). This retention team will closely oversee academic student progress, using the technology-enabled "early alert" system and provide targeted "intrusive advising" when it is most needed to ensure student retention, persistence, and graduation.

Total Budget Recommendation: Overall: \$1,565,000 comprised of the following items. Salary: \$930,000. Benefits: \$426,000. Travel: \$21,000. Materials and Supplies (including the "early alert" system yearly license): \$110,000. Communication: \$15,000, Capital Equipment (computers/workstations): \$63,000.

2) What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Idaho State University's retention and completion plan recommends hiring 20 Retention Advisor/Instructors, and a Technical/Functional Analyst (IT). All are full-time, 12-month positions, benefit-eligible. We would anticipate hiring the IT analyst and 10 retention

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advisors in summer 2016. Those hired during the summer months would implement and trouble-shoot the “early alert system” throughout the summer. The final 10 retention advisors will then be hired fall 2016.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

We anticipate all of these individuals will be new hires.

c. List any additional operating funds and capital items needed.

As listed above, the following operating and capital funds are needed: Travel: \$21,000. Materials and Supplies (including the “early alert” yearly license fee): 110,000. Communication: 15,000. Capital (computers/workstations): 63,000. Implementation of the “early alert” system is expected to cost an additional \$50,000 in the first year. This \$50,000 will be obtained through salary savings by hiring 10 of the retention advisors in fall of 2016 rather than the summer of 2016.

3) Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request anticipates the need for ongoing funding. We expect no significant fee structure changes or grant awards in this regard. We would however, expect increased enrollment from Idaho high schools and Idaho transfer students. Increased retention and completion is a clear expectation as well.

4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request focuses on retention and completion for all future and current, high school through college senior, ISU students. The technology-enabled intrusive advising is part of a all-inclusive strategy that incorporates; greater connectedness with Idaho high schools; strong summer bridge programs; clear 4-year degree “academic” maps; focused student cohorts within structured schedules; full-time student enrollment of 15 credits per semester; “critical path” or “milestone” course completion each semester; and increased major/field specific advising to transition students into the workplace.

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AGENCY: Idaho State University
 FUNCTION: Complete College Idaho
 ACTIVITY: CCI--Student Opportunity
 Development

Agency No.: 510
 Function No.: 03
 Activity No.:

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 Original Submission X or
 Revision No. ____

Complete College Idaho – Student Opportunity Development					
A: Decision Unit No: 12.02	Title: Complete College Idaho – Student Opportunity Development			Priority Ranking 2 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	7.00				7.0
PERSONNEL COSTS:					
1. Salaries	315,000				315,000
2. Benefits	143,000				143,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	458,000				458,000
OPERATING EXPENDITURES by summary object:					
1. Travel	20,000				20,000
2. Materials/Supplies	15,000				15,000
3. Communication	12,000				12,000
TOTAL OPERATING EXPENDITURES:	47,000				47,000
CAPITAL OUTLAY by summary object:					
1. PCs and workstations	12,000				12,000
TOTAL CAPITAL OUTLAY:	12,000				12,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	517,000				517,000

Supports institution/agency and Board strategic plans:

1) SBOE Goal 1—Well-Educated Citizenry: The educational system will provide opportunities for individual advancement. Objective D—Transition: Improve the ability of the educational system to meet educational needs and allow students to efficiently transition into the workforce.

Internship and volunteer work, along with other student opportunities, encourage students to use the knowledge they acquire in coursework in practical experiences, helping them to transition more easily into the workforce upon completion of their degrees.

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2) SBOE Goal 2—Critical Thinking and Innovation: The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative. Objective A—Critical Thinking, Innovation and Creativity: Increase research and development of new ideas into solutions that benefit society.

By combining the practical knowledge students gain in out-of-class situations such as internships, volunteer work, and other work-related experience with the more theoretical understanding from coursework, students are given the opportunity to practice creative decision-making and develop new areas for development.

3) Complete College Idaho—Leverage Partnerships: Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet work force requirements and business development opportunities.

Through partnerships with organizations throughout the state, ISU would be able to provide students excellent opportunities to learn first-hand how different types of businesses run and to provide service to these organizations in a mutually beneficial relationship. Students would gain stronger experience, allowing them to be more engaged in their education and more competitive once on the job market.

4) ISU Goal 2: Access and Opportunity—ISU provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals. Objective 2.2—Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place) 2.5—Students participate in community and service learning projects and activities, student organizations, and learning communities.

Students would gain direct experience working on community and service learning projects, providing support to the community, and also gaining experience that can benefit their own long-term career goals. Students would also be able to receive support in the process of having their past experiential/work experience evaluated for possible academic credit, thereby providing access and opportunity to our non-traditional students.

5) ISU Goal 4: Community Engagement and Impact: ISU, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves. Objective 4.3—ISU participates in formal and informal partnerships with other entities and stakeholders.

Through the coordinated efforts of staff to provide students opportunities with service-learning, volunteer work, internships, and other types of opportunity development, ISU will be able to engage the community directly in the work and education of our students, thereby developing clearer connections among them.

Performance Measure:

The following are ISU's relevant performance measures linked to Community Engagement and Access and Opportunity:

Positively impact retention rates by 5% over next three years; positively impact degree production by 5% over the next three years; and the number of partnerships, collaborative agreements, and contracts will increase by 5% over the next five years. In addition, we seek to increase participation in internships, service learning, and volunteer activities by our students by 5% over the next five years.

Description:

Student Opportunity Development

Problem Statement: Even as ISU's retention rate has been improving over the last several years, we continue to face the problem of retention and completion rates being lower than we aspire to. Furthermore, the university is currently unable to provide ample opportunities for undergraduates to serve in internships or do service learning or other community and professional activities, which have proven to help students acquire professional positions upon graduation. According to a survey published by *The Chronicle for Higher Education* (2012), "Employers place more weight on experience, particularly internships and employment during school vs. academic credentials including GPA and college major when evaluating a recent graduate for employment" (11). In addition, "Extracurricular activities, like professional clubs, athletics, and service, are valued more than GPA, relevance of coursework to position, and college reputation except by Executives who emphatically place more weight on coursework relevance and GPA, closely trailing college major" (11). In another recent study of one Texas university, it was determined that students who finished at least one internship while in college were 13% more likely to find full-time jobs upon graduating (*Huffington Post*, 5/27/2014).

Solution Statement: In order to better provide our students opportunities for developing abilities in problem-solving and creative thinking, which are desired in the workplace, and to give them first-hand experience to combine with their scholarly knowledge, we propose the creation of a Student Opportunity Development program. This program would place a Student Opportunity Coordinator (6 in total) in each college/division at ISU. This coordinator would work directly with students to help find them internship possibilities around the State, along with opportunities for volunteer work, international experiences in coordination with our Study Abroad program, and service learning to combine community service with academic activity. Furthermore, the coordinators would develop relationships with businesses as well as non-profit and government organizations throughout the region, helping to develop pipelines for students as they progress through their

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academics. Not only will this help students as they complete their degrees, but these opportunities can help encourage students to stay focused on the completion of their degrees: working within the types of organizations they strive for as a career can provide additional motivation to stay focused on completing their degree.

In addition to the college/division coordinators, there will be a Student Opportunity Director who will coordinate efforts across the university. This person will also take on the role of directing our credit for prior learning / experiential credit program, working with students who come to ISU with prior work experience and seek ways to have that experience count toward college credit. The director will also be responsible for developing new programs, new service-learning courses, and providing guidance and training across the institution.

ISU has had success with our Career Path Internship program, and builds on what the CPI program accomplishes. Most of the work of the CPI program has focused on employment opportunities within ISU or with very local organizations. The Student Opportunity Development Program would coordinate a wider set of development opportunities for students and engage businesses and other outside organizations from all around the State. The program would also extend the areas of focus outside the CPI program, including academic credit for prior experiential learning, international opportunities, and a variety of service-learning and volunteer activities.

Projected Outcomes: We anticipate that through this program, we will increase the number of internships, service learning, and volunteer activities for our students 5% over the next five years. We also anticipate that this program will contribute to an increase in retention and completion, helping to attain Idaho's 60% goal.

Program Prioritization: Retention and completion initiatives were determined to be Tier 1 priorities within ISU's program prioritization process. As such, new and additional resources are to be committed to these central goals. Program prioritization fund reallocation has thus far all been committed to Tier 1 academic priorities.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Idaho State University will hire 6 Student Opportunity Coordinators (one per college/division) and one Director. These employees will work with students to help place them in internships, volunteer positions, service-learning courses, and international experiences. The director will also oversee the experiential learning program, working with students with prior work experience to determine if it can be used for academic credit. These people will also work with outside businesses, government, and non-profit organizations, traveling around the State to foster these relationships in order to develop pipelines for our students to gain access to hands-on experience.

Overall Budget: Salary: \$315,000. Benefits: 143,014. Travel: 20,000. Materials and Supplies: 15,000. Communication: 12,000. Capital Equipment (computers/workstations): 12,000

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2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Student Opportunity Coordinators (6) and Director (1). All are full-time, 12-month positions, benefit-eligible. We would anticipate hiring the director in summer 2016 and the coordinators in fall 2016.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

We anticipate all of these employees will be new hires.

- c. List any additional operating funds and capital items needed.

As listed in question 1, the following operating and capital amounts are needed: Travel: 20,000. Materials and Supplies: 15,000. Communication: 12,000. Capital Equipment (computers/ workstations): 12,000. The travel will primarily be used by the coordinators and directors to travel to businesses and other organizations around the state to help develop opportunities for student internships and volunteer opportunities. Other operating expenses are standard needs for a new unit.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Although this effort is aimed at improved retention and graduation rates, and student preparation, we anticipate that once the program progresses, our focus on Student Opportunity development will become a selling point for the university and will draw in students who are looking for more first-hand experience as part of an education. In the long term, we expect this will attract students who would not otherwise consider college. We also anticipate that the employees in this program will work to develop grant funding from outside sources to further enhance the offerings to students.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Undergraduates from freshman to senior are to be served by this program. Work and service opportunities can be targeted to students at each level of progress through the university, allowing everyone from a new student to a more advanced student the chance to gain practical experience and learn more about the relevance of their academics to the workplace. When students are given such opportunities for first-hand experience, their motivation for continuing their studies will increase, thereby improving retention. If this project is not funded, we would go forward with our current processes, and not offer any

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coordinated assistance for these types of activities. Some students would certainly continue to make use of ISU's Career Path Internship program and to find other outside professional internships, but the majority would not have the breadth of experience offered through this new program, leaving them at a disadvantage.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho State University
 FUNCTION: General Education
 ACTIVITY: Division of Health Sciences
 Expansion to Meridian Campus

Agency No.: 510
 Function No.: 03
 Activity No.:

FY 2017 Request
 Page 1 of 11
 Original Submission X or
 Revision No. ____

Division of Health Sciences					
A: Decision Unit No: 12.03	Title: Expansion to Meridian Campus			Priority Ranking 3 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.0				10.0
PERSONNEL COSTS:					
(Ongoing)					
1. Salaries	575,200				575,200
2. Benefits	248,700				248,700
3. Group Position Funding	88,000				88,000
TOTAL PERSONNEL COSTS:	\$911,900				\$911,900
OPERATING EXPENDITURES by summary object:					
(Ongoing):					18,000
1. Travel	18,000				
2. Communications	80,000				80,000
3. Supplies	134,000				134,000
TOTAL OPERATING EXPENDITURES:	\$232,000				\$232,000
CAPITAL OUTLAY by summary object:					
Start Up Costs (One-time):					
1. Office Furniture	40,000				40,000
2. Computers/Printers	62,500				62,500
3. Lab Furniture/Supplies	555,000				555,000
4. Educational Technology	450,000				450,000
5. Clinic Reception Furniture	25,000				25,000
6. Clinic Equipment/Supplies	565,000				565,000
TOTAL CAPITAL OUTLAY:	\$1,697,500				\$1,697,500
T/B PAYMENTS:	0				
LUMP SUM:	0				
GRAND TOTAL	\$2,841,400				\$2,841,400

Supports institution/agency and Board strategic plans:

Goal 3, Objective 3.1 (ISU Strategic Plan 2012 – 2015)

Advance health sciences research and health professions education throughout the state to increase the quality of patient care, the number of practicing health care professionals, and to promote clinical and translational research. (SBOE Strategic Plan: Goal 1, Objectives A-D; Goal 2, A, B; Goal 3, Objectives A-C)

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3.1: *Increase the number of students admitted to ISU's health professions programs, where capacity exists, to meet the healthcare workforce needs of Idaho.*

Performance Measure:

Number of seats available in the undergraduate, graduate, and postgraduate health programs at ISU, where capacity exists (i.e., based on assessment of projected manpower needs, funding to increase number of clinical faculty, available clinical training sites, and size of the applicant pools.)

Description:

This initiative is to request ongoing faculty and staff salaries and operating funds as well as one-time startup costs to meet the needs for expansion of program offerings at the ISU Meridian Health Science Center (HSC). These positions will also provide needed support for the current programs, future degree-completion and doctoral programs. Two new outpatient clinics will be developed at the Meridian HSC that will serve citizens in the local area, and complement the existing clinics by providing expanded opportunities for inter-professional experiences for students and patients.

The programs planned for expansion are not currently available to students in the Treasure Valley. Expansion of our programs to our Meridian campus provides convenience to students who live in the western part of Idaho, and it allows them to capitalize on the clinical placements in the Treasure Valley without having to travel. Expansion on our Meridian campus also allows us to increase our patient base for our in-house clinics.

ISU has the only Bachelor of Science (BS) in Dental Hygiene (DH) program, the only Doctor of Physical Therapy (DPT) Program in Idaho, and the only MS program in Dental Hygiene in Idaho or neighboring states. The DH graduate program boasts the highest enrollment when compared to other graduate programs across the nation.

The DPT Program typically receives >250 applications for the 24-26 seats currently available each year on our Pocatello campus. This expansion to ISU-Meridian will allow us to admit between 48-50 students per year into the DPT program. The proposed expansion will add an additional 24 DPT seats and will therefore double the number of graduates within 3-4 years.

Initially, the DH enrollment will be redistributing the current enrollment of 30 BSDH students. Twelve (12) students will be on the ISU-Meridian campus and 18 students will be on the Pocatello campus. This redistribution of BS students will allow us to increase our graduate enrollment and allow us to implement a BS completion program on our Pocatello campus. This provides opportunities for the Idaho Oral Health Institute by increasing faculty research and grantsmanship, which improves with a larger Dental Hygiene faculty.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

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Three faculty positions, two staff positions and group position funding are being requested to support the expansion of the BS Program in DH. Dental hygiene education requires classroom, laboratory and clinical instruction. Though the classroom instruction can be delivered through distance learning technology, the laboratory and clinical portion requires a significant number of hours of supervised instruction. Faculty to student ratios of 1:6 are used in all laboratory courses and 1:4 in all clinical courses as required by program accreditation standards. In addition to teaching, three of the requested faculty positions will have administrative responsibilities such as the Program Site Director, Clinic/Laboratory Coordination and Community and Inter-professional Care Coordination. These administrative roles are required to provide organization and management of the expanded program, provide increased support for finding and supervising inter-professional community rotations, and for managing and monitoring the dental hygiene services provided within the campus clinic. The group position funding will help support salaries for supervising dentists who are present during clinic sessions when patient care is provided and for clinical dental hygienists who assist with clinical and laboratory teaching.

One staff position is required to provide clerical support for the expanded program. The second staff position will serve as a Dental Reception Coordinator, and will be responsible for managing the clinic reception desk, patient appointments and financial accounts.

Four faculty positions, one support staff position, and adjunct salaries are being requested to support the expansion of the DPT Program. Physical therapy education requires a substantial number of hours of hands on instruction and practice. Faculty to student ratios of 1:12 are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise (orthopedics, neurologic rehab, etc) are necessary onsite. In addition to the clinical areas of expertise, three of the requested faculty positions will serve administrative roles including the PT Assistant Program Director, Director of Clinical Education, and Clinic Director. These administrative roles are required to provide management of the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing physical therapy service provision within one or more inter-professional clinics. The staff position is required to provide clerical support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Academic Faculty:

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Dental Hygiene Program Site Director 12 month, full-time, benefit eligible, hire January 2017, (salary: \$72,000 + benefits: \$25,969 = Total \$97,969)

Academic DH Faculty (Clinic/Laboratory Coordinator) 12 month, full-time, benefit eligible, hire July 2017, (salary: \$65,000 + benefits: \$24,533 = Total \$89,533)

Academic DH Faculty (Community and Interprofessional Care Coordinator) 12 month, full-time, benefit eligible, hire July 2017, (salary: \$65,000 + benefits: \$24,533 = \$89,533)

Assistant DPT Program Director 12 month, full-time, benefit eligible, hire January 2017 (salary: \$90,000 + benefits: \$29,661 = Total: \$119,661)

DPT Director of Clinical Education 10 month, full-time, benefit eligible, hire July 2017 (salary: \$70,000 + benefits: \$25,559 = Total: \$95,559)

DPT Academic Faculty 9 month, full-time, benefit eligible, hire August 2017 (salary: \$70,000 + benefits: \$25,559 = Total: \$95,559)

Adjunct Faculty hire as needed during each semester to address specialized content (salary: \$88,000 + benefits: \$18,051 = Total: \$106,051)

Clinic Faculty/Staff:

DH Clinic Receptionist Coordinator 12 month, full-time, benefit eligible, hire January 2018, (salary: \$26,083 + benefits: \$16,755 = Total \$42,838)

PT Clinic Director 9 month, full-time, benefit eligible, hire August 2018 (salary: \$65,000 + benefits: \$24,533 = Total: \$89,533)

Support Staff:

DH Administrative Assistant, AA1; 12 month, benefit eligible, Hire January 2017, (salary: \$26,083 + benefits: \$16,755 = Total \$42,838)

PT Administrative/Clinic Staff AA1; 12 month, benefit eligible, Hire January 2017 (salary: \$26,083 + benefits: 16,755 = Total: \$42,838)

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Total Ongoing Salaries and Benefits **\$911,912**

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The current DH and PT faculty members will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

- c. List any additional operating funds and capital items needed.

An ongoing request for additional operating funds to support the expansion will cover faculty travel, communications and supplies.

The one-time capital outlay will be required during the first year to support supplying the new offices with essential items, purchasing computers and office equipment, and providing the furniture and lab equipment to support instruction in the expanded programs.

Ongoing Request for Operating Expenses

Travel (7 faculty)	\$18,000
Communications	\$80,000
Supplies	<u>\$134,000</u>

Grand Total Ongoing Request for Operating Expenses **\$232,000**

One-Time Request for Capital Outlay:

Dental Hygiene:

PC and Printer (\$2,500/person; 5 people)	\$12,500
Computers for clinic stations and xray rooms (\$2,500/14 units (12 clinic units and 2 xray)	\$35,000
Office Furniture (desk, chairs, bookcases, filing cabinets) (4,000/person 5 people)	\$ 20,000
Lab Furniture and Supplies (desks/chairs, anatomical models)	\$100,000
Educational Technology (distance learning equipment x 1)	\$90,000
Dental Hygiene Reception furniture	\$10,000
Dental Hygiene Clinic Equipment and Supplies	<u>\$270,000</u>

Total One-time Request for DH Capital Outlay: **\$537,500**

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<i>Physical Therapy:</i>	
<i>PC and Printer (\$3,000/person; 5 people)</i>	<i>\$15,000</i>
<i>Office Furniture (desk, chairs, bookcases, filing cabinets) (4,000/person 5 people)</i>	<i>\$ 20,000</i>
<i>Lab Furniture and Supplies (treatment plinths/tables, exercise equipment, modalities, linens, desks/chairs, walking aids, anatomical models)</i>	<i>\$455,000</i>
<i>Educational Technology (distance learning equipment x 4)</i>	<i>\$360,000</i>
<i>Physical Therapy Clinic furniture</i>	<i>\$15,000</i>
<i>Physical Therapy Clinic Equipment and Supplies</i>	<i><u>\$295,000</u></i>
Total One-Time Request for PT Capital Outlay:	<u>\$1,160,000</u>
=====	
Grand Total One-Time Request for Capital Outlay	<u>\$1,697,500</u>

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

*The **ongoing requests** include salaries and benefits of \$911,912 for 7 faculty and 3 staff positions with operating expenses of \$232,000 **totaling \$1,143,912.***

*The **one-time request** for capital will support the first year set up of the expansion with capital outlay of **\$1,697,500.** Student professional fees and revenue from clinics will cover ongoing equipment replacement during subsequent years.*

The opportunities for increasing faculty research productivity and success in awarded grants improves with a larger faculty.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho residents who are place bound in the Boise area yet seek a baccalaureate education to become a licensed dental hygienist benefit from this request. The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. We receive numerous annual inquires (approximately 20-25) from place bound students who want to pursue Dental Hygiene as a career, and want a Bachelor's Degree but are not able to relocate to Pocatello for the two-year duration of the program.

A proprietary school in the Treasure Valley offers an AAS dental hygiene education that is not regionally accredited and makes it difficult for students to articulate

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earned credits with regionally accredited state institutions for these graduates to earn a baccalaureate degree. Dental hygienists holding baccalaureate degrees have the education and ability to provide oral health care in alternative settings besides private dental settings. Also, baccalaureate prepared dental hygienists have the ability to develop and maintain inter-professional relationships with other health care providers to assure the provision of comprehensive health care.

Idaho residents who seek an education to become a licensed physical therapist benefit from this request since twice the number of seats in a DPT Program will become available within the state. The DPT Program typically receives >250 applications for the 24-26 seats available each year and the program expansion will allow admitting 48-50 students per year. The cost of an in-state, 3-year, graduate program is substantially less than out-of-state or private academic institutions. Increasing the number of seats in an Idaho PT Program will provide more opportunities for Idaho residents to receive the education they desire while reducing the student debt incurred through pursuing that education.

Idaho employers seeking to hire physical therapists will benefit because the number of graduating therapists within Idaho will double within 3-4 years. There is a tremendous need for PTs in the state due to the aging population (high consumer of PT services) and the increasing general population in the state. Physical therapy graduates tend to remain within the state in which they were educated, even if they were not state residents.

Idaho residents in need of PT services will benefit because there will likely be an increased number of licensed, practicing PTs in the state within 3-4 years of expanding the program.

A reallocation of internal resources from program prioritization was evaluated. The scope of this project is to expand enrollment capacity in Physical Therapy and Dental Hygiene. The costs associated with this expansion are significantly greater than the projected savings of program prioritization reallocations.

The original proposal of ongoing operational expenditures of \$308,000 covers basic operating costs to maintain the Meridian campus. Professional Fees of \$76,000 can be used to reduce the \$308,000 adjusting the ongoing operating costs to an amount of \$232,000.

As a point of additional clarification, there will be income from a second physical therapy clinic in Meridian. This is a clinical site for students to develop and practice skill sets. This was not included in the line items proposal as the clinic income will only cover clinic staff and supplies and is forecast at a break even.

Narrative Description of the Need for Physical Therapists in Idaho

The projections for the next 10 years show that the available workforce in physical therapy will become increasingly inadequate, not only in Idaho, but also throughout the United States. Expanding the existing Doctor of Physical Therapy (DPT) Program addresses these needs by increasing the number of DPT graduates by up to 24 graduates per year. Supply of new clinicians in PT will not keep pace with increased demand, resulting in workforce shortages.[1] Nationwide, the existing academic programs do not currently have the capacity to offset the anticipated shortfall.[1] These forecasts suggest there is a great need to increase the class size of PTs who will graduate to enter the profession each year. The American Physical Therapy Association predicts there will be a shortfall of approximately 25,000 PTs nationwide by the year 2020,[1] and the US Bureau of Labor Statistics forecasts a 39% increase in available PT jobs nationally between 2010 and 2020.[2] Although some reports predict rural states like Idaho will be harder hit than coastal states,[1, 2] other PT employment projections expect the needs in most of the state of Idaho to be fairly consistent with national values, forecasting 34.7% PT job growth by 2020.[3] PT job growth in the southwest and east central regions of Idaho, however, is forecast to substantially exceed both national values and those of the rest of the state. It is estimated that in the future there will be 43 PT job openings annually in Idaho, the majority (27) of those are expected to be in the southwest region of the state.[4]

The increased demand for all health care providers will stem from multiple factors, but largely from the aging of the population, [3] which will increase the number of persons with chronic complex pathological conditions.[2] Additionally, there is an increased interest in preventive care and interventions, [3] which are services that may be provided by physical therapists. Advances in technology increase the survival rate of persons with severe birth defects and those who have sustained traumatic injuries and postoperative needs that require PT services.[2] Finally, the impact of the aging of the general population will also adversely impact the PT workforce as an ever-larger number of licensed, practicing therapists reach retirement age during the next 10 – 15 years.[6]

There is a concomitant demand for programs from the student viewpoint. The PT profession is ranked among the best jobs in the US, including a #8 (Best Job ranking by the US News & World Report for 2012), [7] and a listing as one of the ‘hot jobs’ in Idaho over both the short term and long term. Recent admissions numbers for the ISU Doctor of Physical Therapy (DPT) degree program reveal that, in each of the last two admissions cycles, the ISU DPT program received 200+ applications to fill the 24 – 26 seats available. Nearly 1/3 of those applications reviewed met the minimum requirements for program entry in each of those admissions cycles.

ISU has a history of delivering highly qualified PTs to the Idaho workforce; ISU has filled nearly 13% of all PT positions in Idaho since 1991, and 55% of ISU PT graduates remain in Idaho. About 18% of PTs in southwest Idaho are graduates of the ISU program, and 35% of ISU graduates reside in that region.

Recent Data from the Idaho Department of Labor [8] indicates high priorities in Idaho and nationally for PT graduates and practitioners. In summary; as of November 14, 2014 PT

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is among the top occupation vacancy rates in Idaho (OT is first); in Northern Idaho PT is 11th (Speech- Language Pathologists are 1st).[9] The need for PTs is well established and Idaho has the opportunity to meet that need by doubling the number of seats within the existing, accredited program.

References

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Narrative Description of the Need for Dental Hygienists in Idaho

One of the primary missions of the university is being the lead institution for education of health professionals. Dental Hygiene is a health profession and considered the lead dental hygiene program in the state and western region. The proposed expansion for the Dental Hygiene Bachelor of Science program is directly related to the university goals of 1) achieving academic excellence in undergraduate professional education; 2) increase the university's research profile; 3) advance health care education throughout the state; 4) prepare students to function in a global society; 5) focus institutional instructional expertise on community and societal needs. The Department of Dental Hygiene's mission and vision statements parallel the Division of Health Sciences role. Therefore, the proposed program expansion will not only serve the state of Idaho but also serve dental hygienists from other states.

The Idaho Department of Labor top 100 Hot Jobs show dental hygiene as the number four top jobs in the state. In the southwest region of Idaho, it is also the 29th fastest growing occupation out of 460 occupations listed. Ten year projections from the Bureau of Labor Statistics (BLS), estimate that employment of dental hygienists is projected to grow +33% from 2012 to 2022, much faster than the average for all occupations. (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*). The BLS further projects that the demand for oral health care will continue to grow as the baby-boom population ages and people keep more of their original teeth than previous generations did, coupled with the need to focus on preventive services. Therefore, settings that provide oral health care will increasingly employ dental hygienists to meet the demands.

In the "Recovery: Projections of Jobs and Education Requirements Through 2020," report from the Center on Education and the Workforce at Georgetown University, the number of jobs in Dental Hygiene will increase to 194,330 with 41% earning a Bachelor's degree. Idaho projections identified in this same report estimated a growth rate of 34% for Healthcare Professional and Technical occupation positions. This trend parallels reports that document the demand for health care providers with advanced education is increasing. Considering there are currently 332 entry-level dental hygiene programs, and only 28 programs that offer the Bachelor's degree as the entry-level degree, the demand for this dental hygiene program will continue. National agencies have issued a call to create new pathways for dental hygienists with associate degree's to obtain bachelor or master's degrees to better prepare them for the future needs of the nation. Therefore, expanding the Dental Hygiene program to the Boise Metropolitan Service Area (MSA), the most populous region of Idaho will begin to address the needs for expansion of oral health care services in the area as indicated by government agency projections.

Recently, the National Governor's Association released a report citing "lack of access to adequate oral health care services" as a growing issue, and detailed how dental hygienists can and have been used to expand care to increasingly underserved populations. ISU Dental Hygiene graduates continue to have a 100% percent

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employment rate following graduation. Due to the expanded curriculum, ISU Dental Hygiene graduates can be employed anywhere in the United States and International.

As the first dental hygiene program in Idaho (1963), the Department has a long and esteemed history of educating the state and regions dental hygienists and providing a leadership role in the ISU Division of Health Sciences. Dental hygiene students and faculty have made significant contributions in community outreach and oral health care services to underserved citizens in southeast Idaho and continue to serve them once becoming a licensed health care provider. Having a clinical center in the western portion of the state would afford the same outreach care to underserved citizens in that region.

This expansion should advance the state economy in the Treasure Valley by advancing the field of Dental Hygiene in the area, increasing oral health care services to underserved population groups, expanding interprofessional research opportunities through the Idaho Oral Health Institute and increasing the ability to provide new pathways for dental hygienists with associate degree's to obtain bachelor or master's degrees to better prepare them for the future needs of the state and nation. Currently, there are no bachelor degree programs in this part of the state; therefore, access to dental hygiene care for citizens, especially underserved consumers, will be improved. Program expansion to the Boise area provides an opportunity for interprofessional collaboration between dentistry and dental hygiene as well as to model an integrated educational approach incorporating oral, physical, and mental health care.

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AGENCY: Office of the State Board of Education
 FUNCTION: Idaho State University,
 General Education
 ACTIVITY: COMPLETE COLLEGE
 IDAHO—ONLINE LEARNING AND
 ACCESSIBILITY EXPANSION

Agency No.: 510
 Function No.: 03
 Activity No.:

FY 2017 Request
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 Revision No. ____

A: Decision Unit No: 12.04		Title: CCI – Online Learning and Accessibility Expansion			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.00				10.0
PERSONNEL COSTS:					
1. Salaries	640,000				640,000
2. Benefits	254,500				254,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	894,500				894,500
OPERATING EXPENDITURES by summary object:					
1. Training workshops	50,000				50,000
2. Materials/Supplies/Services	650,300				650,300
3. Software/hardware	480,000				480,000
TOTAL OPERATING EXPENDITURES:	1,180,300				1,180,300
CAPITAL OUTLAY by summary object:					
1. Capital	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	2,074,800				2,074,800

Supports institution/agency and Board strategic plans:

Goal 1: A Well Educated Citizenry, Objective A: Access-Set policy and advocate for increasing access for individuals for all ages, abilities, and economic means to Idaho’s P-20 education system.

eISU and online classes are increasingly important for reaching students in geographically disparate regions. Increased online access is critical for reaching the SBOE’s 60% goal. Accessibility and testing are important to retain and improve access to individuals with particular needs to succeed. An expansion of accessibility will provide additional co-curricular and academically-related services that empower students to achieve academic and personal self-determination.

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Goal 2: Critical Thinking and Innovation, Objective B: Quality Instruction-increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Technology upgrades are essential for the online instructional faculty to increase and retain the numbers of students in online classes. Online learning often is less intimidating than a brick-and-mortar classroom setting and may help to increase student interaction. Students can think longer about what they want to say and add to their comments when ready. In a traditional classroom, the conversation often moves past the point where the student may be willing to comment. Instructors can be more approachable in an online setting. Students feel more comfortable talking openly with their instructors through online chats, emails, and discussion groups rather than face-to-face. Online correspondence also removes barriers to faculty access as students don't have to wait for office hours that may not be convenient for either party.

According to a study by the U.S. Department of Education, on average, students in online learning programs performed modestly better than those receiving face-to-face instruction. Using over 1,000 empirical studies, the DOE found that time was the additive that helped students perform better. The report notes benefits in studies in which online learners spent more time on task than students in the traditional classroom environment.

Goal 3: Effective and Efficient Delivery Systems, Objective A: Cost effective and Fiscally Prudent-increased productivity and cost-effectiveness.

eISU and online classes can be a more cost effective option for students and for the university with the appropriate technology and with the appropriate instructional design. Online learning helps students reduce or eliminate costs of transportation, babysitting, and other expenses incurred in a traditional classroom environment. Some online learning courses may not require physical textbooks as reading materials may be available through e-libraries and other digital publishers. Electronic textbooks offer substantial savings for students.

A 2013 study headed by William Bowen, an economist and higher education analyst, compared traditional statistics courses to ones using a hybrid or blended approach where instruction is conducted partially online. Findings estimate that for instructor compensation alone (not including the reduction in space used, for instance) the hybrid model saved 36-57% over traditional courses enrolling about 40 students per section, and 19% over the large-lecture model. The savings are created by shifting from expensive professors toward computer-guided instruction saving staffing and time. Therefore, if savings can be gained through blended courses, we expect a fully online model to be even more cost-effective and economical. Courses can be designed by academic teams with tutoring provided by adjuncts who cost much less than full-time faculty. Software can deliver content relieving faculty of this task. Further, assessment can relieve expensive faculty labor costs through software that grades both assignments and tests.

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Questions:

5. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Summary:

- One Instructional Designer per college: 6.0 FTE, base salaries of \$55,000 plus benefits
- Clinical Instruction Designer/Coordinator: 1.0 FTE, base salary of \$65,000 plus benefits
- Functional Technical Support for online advising module: 1.0 FTE, base salary of \$55,000 plus benefits
- Testing Center Staffing: 2.0 FTE, base salaries of \$45,000 plus benefits.
- Training workshops & stipends for faculty: \$181,700
- Testing Center hardware and software: \$200,000
- Anti-Plagiarism software: \$75,000
- Online learning ADA Compliance: \$200,000
- Online proctoring services: \$100,000
- Learning analytics software: \$100,000
- Video/Media content management software: \$65,000
- Annual software maintenance for advising module: \$40,000
- Additional IT infrastructure: \$350,300

ADA/Accessibility

Equal access to all instructional material is a growing concern in higher education. Recent lawsuits at University of Montana, Louisiana Tech, Penn State, and others have highlighted the growing risk for higher education. The problem is exacerbated due to the growing trend of storing lectures and media online for both face-to-face classes as well as fully online classes. Giving some students the ability to easily view and review material while not affording the same opportunity to all students is at the crux of the problem.

At ISU, we use a large amount of video and media in our course instruction (captured videos, audio enhanced PowerPoint, short videos, etc.). One of the biggest liabilities we have is that almost none of these instructional materials are captioned for the hearing impaired. Captioning is very labor intensive and costly to outsource. Due to budget, expertise, and workload limitations, this issue has remained largely unaddressed to date.

Our growing online offerings mean more instructional materials are viewed by our students on their own time and away from campus. In addition, more online offerings mean more students from out of state. These students have expectations that are

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shaped by their own environments and experiences and they may likely be more litigious in nature regarding equal access to materials.

Our funding request would fund a full-time position to oversee this compliance work, provide lecture capture and closed captioning software, as well as funding to pay for outsourced closed captioning.

Testing Center

This funding request would pay for construction/remodeling of space for a testing center, as well as hardware, software, and proctors. As our online offerings grow there is an increasing demand for secure testing.

For those not able to travel to a testing center, either ours, or a commercial facility, we are requesting funding to pay for professional distance proctoring services. Services to individuals in remote and/or rural areas are offered by a number of companies through webcams and other computer monitoring systems.

Video Network

Much of the hardware, codecs, cameras, and multipoint control unit are in need or upgrade/replacement. This funding would help keep our current video network operational and compliant.

Anti-Plagiarism Software

This funding would purchase and maintain modern software which reviews and compares essays for plagiarism.

Additional IT Infrastructure

It is a constant challenge to keep up with internet bandwidth, wireless access, and data storage space to support student learning. This funding will allow us to keep up with the demand.

1. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - Six Instructional Designers, base salary \$55,000 plus fringe
 - Clinical Instructional Designer/Coordinator, base salary \$65,000 plus fringe
 - Functional Technical Support for online advising module, base salary \$55,000 plus fringe

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- Two Testing Coordinators, base salary \$45,000 plus fringe
- Faculty stipends for developing online learning, \$131,700

A reallocation of internal resources from program prioritization was evaluated. However, the scope and costs associated with this expansion are significantly greater than any projected or realized savings from program prioritization reallocations.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

We anticipate all of these individuals will be new hires.

- c. List any additional operating funds and capital items needed.

Information provided above.

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Ongoing expenses: Salary/fringe for ten new positions - \$762,800, faculty stipends - \$131,700, training workshops - \$50,000, Testing Center hardware and software - \$200,000, anti-plagiarism software - \$75,000, online learning ADA compliance - \$200,000, online proctoring services - \$100,000, learning analytics software - \$100,000, video/media content management software - \$65,000, yearly maintenance cost for online advising module - \$40,000, additional IT infrastructure - \$350,300.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All current and future high school through college senior, and graduate, ISU students. Particularly those individuals disadvantaged due to location, disability, or other barriers to access.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: College & Universities
 FUNCTION: University of Idaho
 ACTIVITY: Complete College Idaho

Agency No.: 510
 Function No.: 04
 Activity No.:

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 Revision No. ___

A: Decision Unit No: 12.01		Title: Complete College Idaho: Go On			Priority Ranking 1 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	43.20				43.20
PERSONNEL COSTS:					
1. Salaries	2,072,000				2,072,000
2. Benefits *	920,500				920,500
3. Group Position Funding	73,000				73,000
TOTAL PERSONNEL COSTS:	3,065,500				3,065,500
OPERATING EXPENDITURES by summary object:					
1. Travel	97,000				97,000
2. Operating	1,733,500				1,733,500
TOTAL OPERATING EXPENDITURES:	1,830,500				1,830,500
CAPITAL OUTLAY by summary object:					
1. Mobil/laptop computer systems	66,000				66,000
TOTAL CAPITAL OUTLAY:	66,000				66,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	4,962,000				4,962,000

Supports institution/agency and Board strategic plans:

Goal 1 - A Well Educated Citizenry

- Objective A: Access

Measure: Postsecondary student enrollment by race/ethnicity/gender as compared against population

Proposed Action: Targeted and personalized outreach and communication informed by demographics, native language, geographic region within Idaho, socio-economic and online behaviors to provide access for all Idahoans to higher education.

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- Objective B: Higher Level of Educational Attainment

Measure: *Percent of high school students who enroll in postsecondary institution within 12 months of graduation (80 percent)*

Proposed Action: *State wide go-on enrollment ambassadors will follow up on the SBOE direct admissions letter and provide personalized advice and assistance to traditional and non-traditional students throughout the entire state to any higher education institution of interest to the student.*

Measure: *Percent of new full-time students returning for second year at an Idaho public institution (85 percent for 4 year institutions)*

Measure: *Percent of Idahoans (ages 25-34) who have a college degree (26 percent with a Baccalaureate degree by 2020)*

Proposed Action for retention and graduation: *Date informed and targeted interventions as well as augmentation of supplemental instruction and counseling services to serve the new type of students coming to UI.*

- Objective C: Adult learner Re-integration

Measure: *Number of adults enrolled in upgrade training (45,000 statewide)*

Proposed Action: *State wide go-on enrollment ambassadors will follow up on the SBOE direct admissions letter and provide personalized advice and assistance to traditional and non-traditional students throughout the entire state to any higher education institution of interest to the student. We anticipate adult learners will be a major benefactor to such a system given their lack of access to high school counselors.*

Goal 3 - Effective and Efficient Delivery Systems

- Objective A: Cost Effective and Fiscally Prudent

Measure: *Average number of credits earned at completion of degree program (130 credits or less for 4 year degree)*

Proposed Action: *Retention and intervention specialist will leverage data to develop plans to improve retention and graduation rates and couple with effective assessment to continuously monitor and improve retention. This will result in reduced time to degree and decrease credits that do not count towards completion of a degree major.*

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- Objective B: Data-informed Decision Making

Measure: Integrating UI Customer Relationship Management system with SBOE Direct Admission data sets as well as internal UI Institutional Research office to increase recruitment yield (i.e. go-on rates) and retention.

Proposed Action: Retention and intervention specialist will rely heavily on dedicated research analysts in our Institutional Research office to continuously improve student success as measured by retention and graduation rates. In addition, institutional research will move to offer training and dashboard development so that a culture of data informed decisions, assessment and continuous improvement permeates the University of Idaho.

Problem Statement:

State of Idaho “go-on” (high school to post-secondary education) and completion rates are significantly below Governor Otter and SBOE goals for an educated citizenry. To increase the numbers of students going to, and completing college, current practices and levels of support will not be sufficient.

Solution Statement:

Strategic investment in resources and personalized support for students and their families from the start of their senior year through completion of their post-secondary education will ensure stronger go-on and completion rates for Idaho residence.

Description:

It is generally agreed that Idaho’s economic future will be heavily influenced by the educational attainment of its citizens. Currently 50.2 percent of high school seniors in Idaho go on to college. Recognizing how important it is to improve Idaho’s “go-on” rate, Governor Otter and Idaho lawmakers have expressed broad support for moving this rate toward 60 percent by 2020. The Idaho State Board of Education (SBOE) has further refined those estimates seeking an 80 percent go-on rate (Goal 1.B) with 26 percent of Idaho students attaining a Baccalaureate (4 year) degree by 2020 (Goal 1.B).

To aid in achieving this goal, the SBOE will issue a letter to all senior year high school students on track to graduate informing them that they have been admitted to any/all public Idaho institutions. The customized letter will direct students to the appropriate universities and/ or colleges based on their academic performance.

Improving Results through UI Action

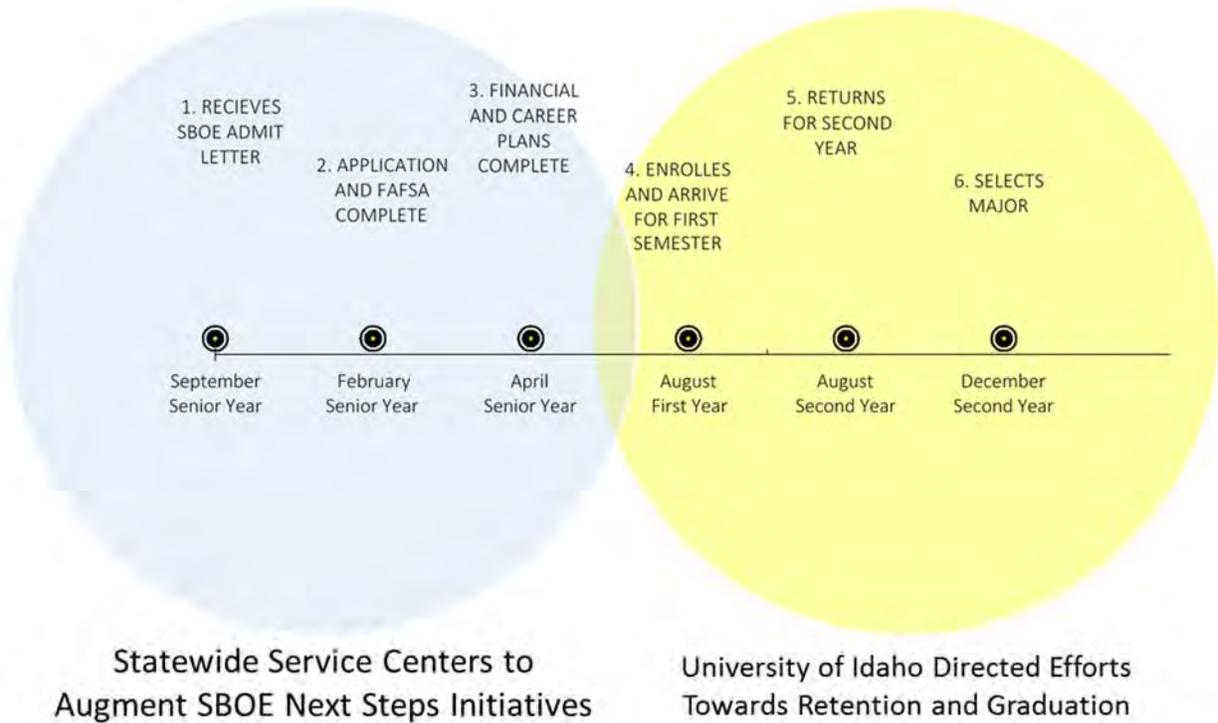
The University of Idaho (UI) is in a unique position to assist Idaho students, both high school students and adult learners, to take the next step and consider an advanced degree or certificate as articulated in the SBOE's Next Steps Idaho initiative. Our physical and community presence in essentially every county in the state positions UI to deliver assistance and advice to those interested in a degree or certificate beyond high school in a way that would provide consistency in services and at sustainable scale to allow the most efficient use of state resources. These enrollment ambassadors would be representing all higher education opportunities in the state in an agnostic fashion and would seek to find a path for a prospective student that satisfies degree objectives/career opportunities while accounting for personal constraints on cost, location and time of day for students with families, financial and other personal obligations. This part of our request seeks to serve the entire state and help to coordinate a personal touch approach to improve go-on rates within the state of Idaho.

Our premise is that the SBOE's direct admit letter only opens this conversation about continuing education beyond the high school years. The ideal progression of events to reasonably ensure a student will complete a Baccalaureate degree is shown in the figure below.

Each of the steps illustrated in the graphic has multiple points of failure that may cause leakage and prevent the attainment of state and SBOE goals. At a minimum, each student who receives a direct admission letter from the SBOE should complete three actions: 1) Go the SBOE website, 2) Apply to their institution(s) of choice (note- letter assures admission), and 3) Show up for classes. To meet the 80 percent SBOE go-on rate goal, each successive step needs to be completed by a percentage of students in excess of the goal. For example, if 93 percent of students go the website, and of those going to website 93% apply to an institution, and of those that apply 93% actually show up then we would barely make our goal with 80.4% of all students matriculating to a university or college. In like fashion, the Governor's goal of 60 percent go-on rate would require 85 percent of all students to complete each step in succession.

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Typical Pathway for a Recruiting Cohort



Go-on rates are stronger in the more densely populated areas of the state than they are in the more rural or remote parts of the state. This proposal outlines UI's request for the funds necessary to augment the SBOE's direct admission initiative with our own work in order to successfully close the gap between the stated go-on goal of 80 percent and current performance (roughly 50 percent). We believe a more assertive outreach approach is needed and recommend we use our statewide presence to assist and advise any potential student (including non-traditional students and adult learners) about program offerings, financial literacy/planning, identification of career interest or academic major. In addition, there would be one-on-one assistance with the completion of admission applications (at any Idaho university or college), FAFSA (Free Application for Federal Student Aid) applications, and any other institution specific financial aid applications.

There are other important intermediate steps beyond the three initial steps mentioned above. Each of the six steps articulated in the above diagram are attainable and essential components that will allow UI and the state to achieve our goals for a college-educated citizenry. Given the cascading nature of student success and the likelihood that we will see significant numbers of a new type of student due to this new direct admission initiative, students who would not have come to UI in the past, we are requesting adequate resources to help close the potential leaks in the pipeline that exist for students who decide to join the University of Idaho. The attached table outlines in more detail the

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anticipated failure points and our proposed mitigation strategies and resource needs for each.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

39.2 FTE positions (salary, fringe, operating support and minor capital outlay) and additional funds for surveys, public information/education and communications, application processing costs, increased supplemental instruction and tutoring services are being requested to position UI to fully meet the needs of the new types of students joining us via the direct admission, go-on program and Complete College Idaho imperatives. We need to augment and expand these student success support activities in order to address these critical strategic goals (go-on rates, retention, graduation and employment) of the state and the Governor.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

See attached spreadsheet

b. Note any existing human resources that will be re-directed to this new effort and how existing operations will be impacted.

We have several of these initiatives (such as BEAMS and application fee waivers) underway as pilot studies with one-time funding (Presidential and SBOE initiatives) and are seeking to move to permanent funding. No existing human resources will be re-directed to this effort; this funding request will expand support capacity in support of students wishing to go-on to a college or university and to support the student's successful transition to their major at UI.

c. List any additional operating funds and capital items needed.

No additional operating funds or capital items will be required beyond what is being requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for State General Fund support and does not include any other funding sources.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

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The primary audience served by this request will be all Idaho high school graduates, many adult learners desiring to matriculate to a college or university as well as UI students in their first two years.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a high priority request item. This request is synergistic with past year CCI requests and is an emerging, high priority initiative for the SBOE (it was not yet envisioned at this time last year). Given the emerging opportunity, UI has a unique opportunity to serve the needs of the state and seeks to leverage its statewide physical presence to realize the successful implementation and execution of this Direct Admissions initiative.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AUGUST 13, 2015**

AGENCY: College & Universities

Agency No.: 510

FY 2017 Request

FUNCTION: University of Idaho

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ___

Complete College Idaho: Intensive Advising					
A: Decision Unit No: 12.02	Title: Complete College Idaho: Intensive Advising	Priority Ranking 2 of 6			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.0				9.0
PERSONNEL COSTS:					
1. Salaries	\$420,000				\$420,000
2. Benefits *	\$186,700				\$186,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$606,700				\$606,700
OPERATING EXPENDITURES by summary object:					
1. Travel	\$18,000				\$18,000
2. Operating	\$40,000				\$40,000
TOTAL OPERATING EXPENDITURES:	\$58,000				\$58,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$49,500				\$49,500
TOTAL CAPITAL OUTLAY:	\$49,500				\$49,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$714,200				\$714,200

Supports institution/agency and Board strategic plans:

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective A: Access

More advising resources will allow students considering dual enrollment to have access to professional advising. It will assist students considering the University of Idaho to make informed decisions regarding degree programs and enrollment

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective B: Higher Level of Education Attainment

A high level of intensive, professional advising is directly linked to higher retention and completion rates”

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective C: Adult Learner Re-Integration

Adult learners seeking to return to college are in particular need of advising as they seek to juggle career, family, and their educational goals.

SBOE GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Objective A: Cost Effective and Fiscally Prudent

Enhanced advising will result in students completing degree programs. The University of Idaho's move to 120 credits required for many degree programs was a first step. Careful program mapping that is facilitated with intensive advising will assist students in shortening their time to degree. This encourages students to continue in degree programs and increases completion rates.

UI GOAL 4: COMMUNITY AND CULTURE – Objective A: Be a community committed to access and inclusion

Intensive advising will aid in the recruitment and retention of all students, especially those from diverse backgrounds and first generation students.

Problem Statement: The University of Idaho must increase enrollment, retention, and completion rates.

Solution Statement: Intensive advising is a best practice for addressing all of the above problems.

Performance Measures:

- Increase enrollment by 3% per year
- Increase first to second year retention by 2%
- Increase degree completion rates by 4% in 5 years
- Increase dual enrollment by 10% in two years

Discussion:

The Complete College Idaho agenda (adapted from Complete College America) makes it clear that shortening time to degree is critically important. It increases completion rates, saves students money, and puts trained college graduates into the workforce earlier. Intensive advising is a critical component of a program designed to accomplish this. Student course scheduling and degree mapping demand that competent professionals advise students regarding course selection and sequence. These services are especially vital for first generation students (almost 40% of University of Idaho students) and for students from diverse backgrounds (the fastest growing segment of the University of Idaho student population.)

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The SBOE goal is to increase the number of students who participate in dual enrollment opportunities and to increase the number of dual enrollment credits generated in Idaho. An increase in the number of professional advisors at the University of Idaho will allow the institution to provide high school students with questions regarding dual enrollment access to pertinent advice.

There is abundant evidence that frequent and quality advising aids in retaining students. The SBOE goal is to achieve an 85% retention rate from first to second year. Additional advisors will help the University of Idaho reach and maintain this goal.

The State Board of Education goal of 26% of Idahoans holding a baccalaureate degree in the year 2020 requires high quality, high touch advising. This funding would enhance advising capabilities at the University of Idaho, especially for first and second year students—students who most utilize professional advisors and for whom excellent advising is often a deciding factor in the decision to persist at the University of Idaho.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Nine additional FTE along with sufficient support and capital outlay funding are being requested to supplement the university's existing advising function. The state partially funded this request in FY2016 providing 8.0 FTE and \$557,100 in permanent funding.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Please see the supplemental spreadsheet for details regarding positions requested. All positions are full-time benefit eligible positions. Salaries listed are estimated based on preliminary job duty information. Final pay grades will be determined by the university's Human Resources department based on full position descriptions once positions are funded and approved. Hire dates are anticipated to be FY2017 but are dependent upon successful searches.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected to this effort beyond what is being requested. The funding of this request will expand the existing advising capability of the university.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital items will be required beyond what is being requested.

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3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for State General Fund support only and does not include other funding sources.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary impact of this program will be on university students, most particularly first generation students who may need additional advising services in order to be successful. If this request is not funded the university will not be able to expand its intensive advising efforts which may result in fewer students successfully completing their college degree.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This was a high priority request for the university in FY2016 and was partially funded.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: College & Universities

Agency No.: 510

FY 2017 Request

FUNCTION: University of Idaho

Function No.: 04

Page ___ of ___ Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ___

A: Decision Unit No: 12.03		Title: Employment Readiness Program			Priority Ranking 3 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.0				6.0
PERSONNEL COSTS:					
1. Salaries	\$258,000				\$258,000
2. Benefits *	\$120,000				\$120,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$378,000				\$378,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$55,000				\$55,000
2. Operating	\$35,000				\$35,000
TOTAL OPERATING EXPENDITURES:	\$90,000				\$90,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$33,000				\$33,000
TOTAL CAPITAL OUTLAY:	\$33,000				\$33,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$501,000				\$501,000

Supports institution/agency and Board strategic plans:

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective B: Higher Level of Education Attainment

Internship opportunities and job placement assistance will encourage potential students to enroll in and complete a University of Idaho degree program

SBOE GOAL 1: A WELL EDUCATED CITIZENRY – Objective D: Transition

The program would enhance the ability of students to “efficiently and effectively transition into the workforce”

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION – Objective A: Critical Thinking, Innovation and Creativity

A robust internship program would allow students to engage in real work experiences that would provide an opportunity for them to apply critical thinking skills, innovation, and creativity to the workplace.

UI GOAL 1: TEACHING AND LEARNING – Objective B: Develop integrative learning activities than span students’ entire university experience

Internship programs and resume building activities will span the students’ entire university experience.

UI GOAL 2: OUTREACH AND ENGAGEMENT – Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond

The internship and career placement activities will increase opportunities for faculty and students to develop new partnerships and increase experiential learning opportunities.

UI GOAL 4: COMMUNITY AND CULTURE – Objective A: Be a community committed to access and inclusion

The internship and career planning activities will enhance access through encouraging enrollment, retention, and completion.

Problem Statement: While some disciplines (Education, Business, and Engineering) have well-established internship programs, in other academic areas this is not the case. The University of Idaho’s current de-centralized career planning and internship activities do not allow the institution to maximize its relationship with Idaho and regional businesses to provide internship opportunities and career planning and placement services across the entire student body.

Solution Statement: Students completing degree programs must be “job ready.” An enhanced internship program and more intensive career planning and placement services will benefit students. Assisting students to map their course work, co-curricular activities, and internships to actual work qualifications will contribute to completion rates and job placement.

Performance Measures:

- 50% of all University of Idaho Students will participate in an internship experience
- Students from an additional 20% of academic programs will have an internship experience
- Expand the number of Idaho companies with University of Idaho interns by 20%
- Learning outcomes established for all University of Idaho internships
- Resume building available for all first year students
- Capstone courses include resume building for all University of Idaho students

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Discussion:

This request seeks funds to complete the aggressive career planning and placement program funded last year. The program includes restructuring of career services delivery to specific colleges and majors, closer alignment of academic majors to career options, as well as robust and coordinated internship programs.

The University of Idaho has launched an employment readiness program that begins in the first year of the students' experience. Students in the required first year general education course create a baseline resume. Career counselors then help students to map their coursework and other experiences to competencies that potential employers can clearly identify from student resumes. This requires intensive counseling/advising as each individual student has unique course and applied experiences.

University of Idaho students at the three regional centers—Idaho Falls, Coeur d'Alene, and Boise—require career services as well. Since these regional center locations are areas of population and business density, employment professionals in the centers are a vital component. Last year's funding created a new position in Boise. Additional funding will do the same in Idaho Falls and Coeur d'Alene and increase the career development liaison positions in Moscow to allow for a dedicated career development liaison for each college.

The State Board of Education has set a goal of 30% of students participating in an internship. This goal recognizes the high impact internships have in terms of career readiness. A successful internship program requires strong relationships with businesses in order to identify and facilitate the internship experience. Counselors are needed to match students with identified internship possibilities; help faculty, students and employers identify and monitor internship learning outcomes; and to convey University and employer expectations to students.

The University of Idaho internship program will foster career readiness. At the same time it will contribute to the state's economic development goals. First, qualified interns add value to businesses. Second, a successful internship often results in full-time employment for students which is also an economic benefit to the state.

Parents and students considering the costs of higher education are calculating return on investment. A fully developed employment readiness program will create a strong incentive for university enrollment and degree completion.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Six additional FTE along with sufficient support and capital outlay funding are being requested to supplement the university's existing Employment Readiness function. The state partially funded this request in FY2016 providing 6.0 FTE and \$506,400 in permanent funding along with \$12,000 in one-time funding for capital outlay.

2. What resources are necessary to implement this request?

BUSINESS AFFAIRS AND HUMAN RESOURCES
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- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Please see the supplemental spreadsheet for details regarding positions requested. All positions are full-time benefit eligible positions. Salaries listed are estimated based on preliminary job duty information. Final pay grades will be determined by the university's Human Resources department based on full position descriptions once positions are funded and approved. Hire dates are anticipated to be FY2017 but are dependent upon successful searches.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected to this effort beyond what is being requested. The funding of this request will expand the existing Employment Readiness program.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital items will be required beyond what is being requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for State General Fund support only and does not include other funding sources.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The Employment Readiness program's initial impact is on university students by increasing completion rates and employment success. This program also positively impacts businesses by providing interns and better prepared employees.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This was a high priority request for the university in FY2016 and was partially funded.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: College & Universities

Agency No.: 510

FY 2017 Request

FUNCTION: University of Idaho

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.05		Title: Rental Costs – Idaho Law and Justice Learning Center (ILJLC)			Priority Ranking 5 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Rent	\$247,800				\$247,800
TOTAL OPERATING EXPENDITURES:	\$247,800				\$247,800
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$247,800				\$247,800

Supports institution/agency and Board strategic plans:

SBOE GOAL 1: A WELL EDUCATED CITIZENRY - Objective A: Access

Occupancy of the old Ada County Courthouse by the Idaho Law and Justice Learning Center (a joint undertaking of the Idaho Supreme Court and the University of Idaho through its College of Law) will provide increased access to learning and education about the laws and regulations that affect the citizens of Idaho.

Performance Measure: Access for place-bound students

The Idaho Law and Justice Learning Center (ILJLC) will provide a unique opportunity for more citizens of Idaho to gain access to both civics education as well as the opportunity to earn a JD degree.

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Description: The Idaho Law and Justice Learning Center (ILJLC) is a joint undertaking of the Idaho Supreme Court and the University of Idaho College of Law designed to link the public and judicial education operations of the Idaho Supreme Court, the Idaho State Law Library and the College of Law into one unified law and justice learning center in Boise. The ILJLC will be occupied and used by the parties for the following purposes:

- outreach and engagement with the general public regarding;
- the operation and management of the State Law Library;
- the delivery of judicial education by the Idaho Supreme Court; and
- the delivery by the College of Law of course offerings in Boise (currently consisting of a second and third year curriculum) through the Law School's Boise program.

The unique location of the ILJLC will permit the delivery of these efforts from a location in the heart of Idaho government – a place where laws are formulated, enacted, enforced and interpreted by the various branches of government. The ILJLC will be an important link to the citizens of Idaho by providing opportunities for law students and the citizens generally to learn about the legal history and the theoretical and practical aspects of citizenship, including the rights and duties of citizens with respect to each other and to the government.

The rental costs for the ILJLC have been set by the Idaho Department of Administration at \$337,800/year as detailed in the attached draft Memorandum of Understanding and Capitol Annex Information sheet.

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION - Objective A: Critical Thinking, Innovation and Creativity

The cooperative nature and undertakings of the ILJLC will provide an environment for the development of new ideas, and practical and theoretical knowledge regarding the law to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative in ways that will benefit society.

Performance Measures: Partnerships with private industry and area institutions.

Description: The ILJLC will allow the College of Law to better coordinate its various economic development activities with area businesses and educational institutions. Currently, the College has a concurrent degree program with Boise State University (the JD/Masters of Accountancy – Taxation), and is in the process of approving a concurrent degree program with BSU for a JD/MBA program. In addition to these in depth concurrent degree programs that will be supported by the ILJLC, the College continues to engage with area agencies and businesses through its three clinical offerings that include the Small Business Legal Clinic (offering assistance to small and start-up businesses, the Economic Development Clinic (offering assistance to local governments in encouraging economic development in their localities), and the grant-funded Low Income Taxpayer Clinic (assisting individuals with taxpayer issues with the IRS).

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SBOE GOAL 2: CRITICAL THINKING AND INNOVATION - Objective B: Quality Instruction

The ILJLC will increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of faculty and staff.

Performance Measures: Increase in contact hours between the ILJLC and their respective target and outreach audiences.

Description: The ILJLC will be a center for the delivery of high-quality educational programs for the judiciary, the practicing bar, law students, college students from other institutions, civic organizations, high school students, and the public generally. In addition, the ILJLC will utilize the statewide video delivery system of the Idaho Supreme Court and the University of Idaho to better deliver programs in continuing legal education, with outreach to citizens generally and the practicing bar, resulting in high quality, cost-effective educational programming throughout the State of Idaho as part of their joint outreach and engagement activities.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The amount requested is for rental costs in the remodeled Courthouse building located on the Capitol Mall. Total rent for the facility is estimated at \$337,800; \$90,000 will be covered by the Idaho Supreme Court and the remaining \$247,800 is being requested here to cover the University of Idaho portion. The legislature provided partial one-time funding for FY2016 and this request is to transition to full permanent funding.

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - c. List any additional operating funds and capital items needed.

All necessary resources have been funded to allow occupancy of the ILJLC. Note that tenant improvements to the building in the amount of approximately \$1.6 million will be funded by the University through private funds that have been secured.

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3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for on-going State General funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary beneficiaries of this request will be the students of the College of Law who will be provided a focused opportunity to study law in a location near the seat of government in Idaho. As noted above, additional beneficiaries will include the judiciary, the practicing bar, college students from other institutions, civic organizations, high school students, and the public generally by reason of the various credit, professional, and outreach instruction to be delivered from the ILJLC.

If the request is not funded, then operating funds from existing and planned educational and outreach programs would need to be utilized to fund the occupancy costs for the building. This would negatively impact the planned programming at the ILJLC and could delay or eliminate some of the efforts.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

As mentioned above this request was partially funded on a one-time basis for FY2016.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: College & Universities

Agency No.: 510

FY 2017 Request

FUNCTION: University of Idaho

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.06		Title: Network Infrastructure			Priority Ranking 6 of 6
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits *					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Network infrastructure upgrades	\$500,000				\$500,000
TOTAL OPERATING EXPENDITURES:	\$500,000				\$500,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:	\$0				
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$500,000				\$500,000

Supports institution/agency and Board strategic plans:

SBOE Goal 3, Objective A

UI Goal 1, Objectives A & B; UI Goal 2 Objectives A & B; UI Goal 3 Objectives A & B UI Goal 4 Objective C

A robust network infrastructure is required to provide effective and efficient delivery systems and to increase productivity and cost-effectiveness while also enabling collaboration, communication and the sharing of information across the state and across the world. Network infrastructure provides the backbone for activities that will lead to the achievement of performance metrics across many State Board of Education and University of Idaho strategic goals.

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Problem Statement: Funding for network infrastructure and Internet connectivity has not kept pace with the needs to scale for increased usage, meet new needs and continually refresh equipment.

Solution Statement: Combining \$500,000 annually with currently budgeted funds, and utilizing existing personnel better through newly implemented tools, UI can fill current gaps in its network infrastructure, replace equipment on a supportable schedule and scale to meet current and future needs.

Metrics to Measure Success:

- 90% of Moscow campus building attached to the campus network at speeds of 1 Gbps or more by 2018 (currently 77%).
- Double the number of buildings currently connected to the campus core network at 10 Gbps by 2018 (currently 8) and double again by 2020.
- 90% of non-Moscow building attached to the campus network at speeds of 1 Gbps or more by 2018 (currently 61%).
- Upgrade UI's connection to IRON to 100 Gbps by 2019 (currently 10 Gbps).
- Upgrade Moscow residential facilities to complete wireless coverage by 2018.
- Provide redundant internet connections at five non-Moscow locations by 2018 (currently 0).
- Replace all Moscow campus multimode fiber with single mode fiber by 2019.
- Increase available Internet bandwidth by at least 10% annually (currently done as resources are available).
- Annual measurement: 90% or more of statewide network equipment replaced before vendor-provided end-of-life dates.
- Annual measurement: Accommodate current levels of wireless service for projected student increases
- Annual measurement: Accommodate the continued growth in wireless devices attaching to the network (currently doubling every two years)
- Additional metrics will be developed, measured and reported upon funding.

Description:

The University of Idaho's statewide data network allows for teaching, learning, research and collaboration across the state, region and the world. Through internal work and its leadership in the Idaho Regional Optical Network (IRON), UI has enabled collaboration and access across many of its locations and has provided availability to computing and data storage resources at the Idaho National Laboratory.

In order to remain competitive, it is critical that UI locations across the state be reliably connected to each other and to the external resources needed for success. UI last conducted a significant upgrade to its network infrastructure in the late 1990's. Incremental improvements in core infrastructure, equipment replacements and the introduction of a wireless network have helped UI meet basic networking needs in the last

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AUGUST 13, 2015

decade but the increased reliance on the network, the emergence of wireless, security challenges, requirements for connectivity across the state and the needs of big data research all require a redesign and reimplementation of our wired and wireless networks as well as the funding to continue to provide updated technology to meet demands. UI currently invests approximately \$1.245M annually in the operation and support of its network but this number is not sufficient to maintain the necessary scale of the network.

The UI network is extensive. A total of 185 buildings in 14 different locations across Idaho are connected by UI managed network equipment and IRON. On the Moscow campus alone there are 154 buildings connected to the network and new construction and renovations continue to increase the required amount of network equipment. With operations in 42 of 44 Idaho counties, there are existing connectivity needs that are not yet being met, many dealing with the vital research conducted by UI. It is also critical to continue to increase the speed at which locations connect to the Moscow campus and resources on the Internet. Six of the 13 non-Moscow locations connect at less than 1 Gbps speeds, which in the near future will not be acceptable for the work being done at those locations. It will also soon be necessary to connect researchers to computing resources beyond those at INL and network upgrades will be required to connect at speeds of 100 Gbps, the standard for big data research.

Through tools and standardization, UI's network team of 6 FTE manages 1865 network devices across the 14 locations, including 1135 wireless access points. The growth in wireless usage is tremendous – in the Fall 2011 semester a peak of 2988 concurrent wireless devices connected to the University of Idaho network. In the Spring 2015 semester, the concurrent peak reached 7901 devices – a 164% increase. During the first 10 days of the Spring 2015 semester, 14,972 unique wireless devices connected to the network. Students, faculty and staff require high speed wireless coverage for academics and research and reliable, robust connectivity will require continued growth in the number of network devices and the regular upgrading of those devices. With an average life span of 5-7 years on network devices, additional funding is required to ensure that UI can continue to operate the network at the required level of quality.

The growth in utilization of the network has seen a corresponding increase in Internet bandwidth use, from 440Mb to 2290 Mb in four years – a 420% increase. Tools are used to meter bandwidth use, but new uses will continue to fuel the need for additional bandwidth. Bandwidth is used to move dig data between researchers, to accommodate telephone, email and video communications, to enable administrative and academic work and for the myriad of other ways that people utilize the Internet.

The requested annual funds will allow the current team to manage and expand the network in its reach, its speed, its reliability and its security. Over 20 different projects have been identified that will benefit the entire University community.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for \$500,000 annually to be added to base funding for the support of the maintenance and upgrades to the network infrastructure that supports the statewide operations of the University of Idaho. Funds will be utilized to provide for the maintenance and expansion of network resources to accommodate continued demand for wireless connectivity, growth in Internet use, the growing importance of bid data, the ability to utilize cloud services and the necessity of collaborating across the state, the country and the world.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

No new positions are required. The existing network team is appropriately staffed to implement the technology that would be purchased through the request.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The reoccurring nature of these funds will allow existing human resources to operate more effectively through automated monitoring, service adjustments and security improvements. Existing operations will be improved significantly through the regular implementation of improved technology.

- c. List any additional operating funds and capital items needed.

Besides the requested \$500,000 annually, no additional operating funds or capital funds are being requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The request is for \$500,000 annually. The University will continue to pursue outside funding for augmentation of services (like the \$445,000 NSF grant in FY 2014) and to support specific research projects.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The University's statewide network infrastructure serves students, faculty, staff, researchers, collaborators, affiliates, guests and other constituents on a daily basis. All people that utilize computing resources affiliated with the University rely on the network to complete academic, research and administrative functions.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Lewis-Clark State College

Agency No.: 511

FY 2017 Request

FUNCTION: General Education

Function No.:

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ACTIVITY: Complete College Idaho

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.02		Title: Complete College Idaho			Priority Ranking 2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.0
PERSONNEL COSTS:					
1. Salaries	\$499,100				\$499,100
2. Benefits	204,400				204,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$703,500				\$703,500
OPERATING EXPENDITURES by summary object:					
1. Travel	\$9,000				\$9,000
2. Operating Expense	55,000				55,000
TOTAL OPERATING EXPENDITURES:	\$64,000				\$64,000
CAPITAL OUTLAY by summary object:					
1. PC/workstations (9)	\$27,000				\$27,000
TOTAL CAPITAL OUTLAY:	\$27,000				\$27,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$794,500				\$794,500

Supports institution/agency and Board strategic plans: This request supports State Board Goal 1 (Well Educated Citizenry), Objective A (Provide opportunities for individual advancement), Objective B (Adult Learning Re-Integration), and Objective C (Higher Level of Educational Attainment) by providing highly qualified faculty to deliver high-demand programming and advisors to support student retention. It also supports Goal 3 (Effective and Efficient Educational System), Objective B (Alignment and Coordination) by supporting the transfer of community college students into LCSC's 4-year programs. LCSC Strategic Plan Goal 1 (Sustain and enhance excellence in teaching and learning) and Goal 2 (Optimize student enrollment and promote student success) are also supported.

Description: The nine (9) positions sought in this line item request directly support Academic and Student Affairs, the strategic initiatives of Lewis-Clark State College, and attainment of the State Board of Education's Complete College Idaho initiative and strategic plan goals. Several of these FY17 requests are those unfunded in the FY16

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budgeting cycle. A request for faculty/ staff retention dollars will allow us to hire the most qualified faculty and staff, reduce turnover, and address salary compression.

In the last two budget cycles, Lewis-Clark State has requested funding to meet instructional needs primarily in the general education core areas, which serves both academic and professional-technical students across programs. This year's request focuses on high-performing, high-demand programs identified through the program prioritization initiative, on advising personnel necessary to ensure retention of students, and on retaining quality faculty and staff through salary augmentation.

- **Priority 1.** 1.0 FTE Veterans' Advisor: Currently the college's Veterans' Services consist of educational benefits processing, managed by a staff member who also coordinates the college's scholarship program. By adding a Veterans' Advisor position, and in anticipation of increased numbers of veterans and active-duty personnel accessing educational benefits, the college will be able to provide additional educational support, including specialized PTSD-related counseling, to these students. Total cost of the position including salary, benefits, OE, and CO is \$67,500.
- **Priority 2.** 1.0 FTE Assistant Professor, Kinesiology: This is a high growth, high demand program with a limited adjunct pool. All Kinesiology faculty are working overload to accommodate current student enrollment; there are no resources to fully implement the recently approved Exercise Science program. Total cost of salary, benefits, O.E. and C.O. is \$105,600.
- **Priority 3.** Faculty Retention Dollars: To retain a highly qualified faculty and staff workforce, the ability to address compression issues is critical. Total cost of salary and benefit is \$72,400.
- **Priority 4.** 1.0 FTE Assistant Professor, Business: This is a high growth program with an all online option. Many Business faculty are working overload to accommodate current student enrollment. Total cost of salary, benefits, O.E. and C.O. is \$105,600.
- **Priority 5.** Bilingual Advisor/ Recruiter: The State of Idaho has seen an increase in its Hispanic population and census data suggest that an increasing number of students whose families primarily speak Spanish will be remaining in Idaho to seek post-secondary opportunities. A recruiter/advisor who is fluent in Spanish will enable LCSC to facilitate access to post-secondary education for these students and their families. Total cost of the position including salary, benefits, OE, and CO is \$72,100.
- **Priority 6.** 1.0 FTE Online Instructor, Interdisciplinary Programs: There is high demand for growth in the online interdisciplinary options. No faculty are currently dedicated solely to online instruction. Total cost of salary, benefits, O.E. and C.O. is \$74,600.
- **Priority 7.** 1.0 FTE Humanities/Languages Assistant Professor: There is increasing demand for growth in the Spanish language program, as a stand-alone major and as a complement to existing professional programs such as nursing and business. Total cost of salary, benefits, O.E. and C.O. is \$74,100.

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- **Priority 8.** 1.0 FTE Assistant Professor, Kinesiology: This is a high growth, high demand program with a limited adjunct pool. All Kinesiology faculty are working overload to accommodate current student enrollment; there are currently no resources to fully implement the recently approved Exercise Science program. Total cost of salary, benefits, O.E. and C.O. is \$85,100.
- **Priority 9.** 1.0 FTE Online Instructor, Interdisciplinary Programs: There is high demand for growth in the online interdisciplinary options. There are currently no faculty dedicated solely to online instruction. Total cost of salary, benefits, O.E. and C.O. is \$74,600.
- **Priority 10.** 1.0 FTE Program Advisor: Provides additional advising support for high enrollment programs and enhances student retention initiatives. Total cost of salary, benefits, O.E. and C.O. is \$62,900.

Questions:

1. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Positions are as detailed and prioritized above. All positions are 1.0 FTE, benefit-eligible positions, with anticipated hire date of August 2017. Faculty teach 24/30 credit hours/year, and engage in advising, scholarship, service and other duties as assigned by division chairs.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.
 - c. List any additional operating funds and capital items needed.

Operating funds include \$55,000 for instructional materials and direct program support expenses, and \$9,000 total requested travel expenses for the advisor positions.

Capital Outlay includes \$27,000 for one desktop/laptop computer and office set-up for the nine requested positions.
2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

With the exception of Capital Outlay, the request is for ongoing State General Funds.
3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Key high-demand programs will be served by the requested faculty positions. To sustain an upward trajectory in enrollment and meet the demand for online programming, there is need for additional full-time faculty in targeted programs such as Kinesiology, Business, and Interdisciplinary Studies.

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If the request for the faculty lines is not funded, we will seek out qualified adjuncts when possible. In some program areas such as Kinesiology, adjuncts are in limited supply. Should sufficiently qualified adjunct faculty not be available, program enrollments will be limited.

Current veterans and military personnel (n = 125) will be served by the Veterans' Advisor position as will increased numbers of veterans and military personnel who are forecasted to seek post-secondary opportunities within the State of Idaho. These students will have better access and better completion rates with proper support.

A significantly increasing sector of Idaho's college-bound, college-age population will be served by the Bilingual Recruiter/Advisor and LCSC stands to increase enrollments by 30 to 50 students with the addition of this position.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Lewis-Clark State College
FUNCTION: General Education
ACTIVITY: Campus Safety, Security,
and Compliance

Agency No.: 511
Function No.:
Activity No.:

FY 2017 Request
Page 1 of 3 Pages
Original Submission X or
Revision No. ____

A: Decision Unit No: 12.03		Title: Safety, Security and Compliance			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.25				4.25
PERSONNEL COSTS:					
1. Salaries	\$137,100				\$137,100
2. Benefits	76,800				76,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$213,900				\$213,900
OPERATING EXPENDITURES by summary object:					
1. Operating Expense	\$30,000				\$30,000
TOTAL OPERATING EXPENDITURES:	\$30,000				\$30,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation (4)	\$12,000				\$12,000
2. Security cameras/equipment	58,000				58,000
3. Security vehicles and radios	40,000				40,000
TOTAL CAPITAL OUTLAY:	\$110,000				\$110,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$353,900				\$353,900

Supports institution/agency and Board strategic plans: This request supports State Board of Education Strategic Plan Goal 1 (“A Well Educated Citizenry”), Objective A: (“Access”) by providing a teaching, learning, and working environment which is safe, secure, and compliant with SBOE, state, and federal policies, laws, and regulations. [Note: the Board has not, to date, established Performance Measures related to campus safety and security within its current strategic plan; nevertheless safety and statutory/regulatory compliance are priorities for state and federal policy makers.]

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? **Answer:** this request consolidates the College’s highest priority requirements to improve campus security and safety and

BUSINESS AFFAIRS AND HUMAN RESOURCES
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to ensure compliance with Title IX and other federal regulations which have expanded significantly as schools and universities have become a target for violence and domestic terrorism incidents. The nine components of this request (total of \$353,900), in priority order, are the following:

- **Priority 1.** Addition of a full-time security officer. Total cost of salary, benefits, O.E. (including training), and C.O. is \$53,400. LCSC currently has one security director and three security officers (supported by General Fund) to cover 24/7/365 patrol and response to situations which occur on the main campus and the College's downtown facilities.
- **Priority 2.** Increase funding for LCSC's .75 FTE (three-quarter time) Internal Auditor to full-time (addition of .25 FTE funding). This position was established as a result of a State Board mandate, and internal funds were reallocated to support the function on a half-time basis. The current staffing level is inadequate to ensure oversight of College departments' compliance with state and federal policies and regulations, verify proper internal controls over funds and resources, and adherence to sound accounting/business practices. Total cost of an extra .25 FTE is \$19,800.
- **Priority 3.** Hire a full-time Title IX Compliance Coordinator (1.0 FTE) for total cost of \$71,100 (including salary, benefits, O.E., and C.O). This area requires a dedicated, trained staff member to ensure compliance, develop/implement training, and submit required reports on Title IX (and related) issues affecting students and employees (e.g., responding to "Dear Colleague" letters and other federal mandates). The current approach (assigning these high-visibility tasks as extra duties to other full-time staff members) is neither viable nor sustainable.
- **Priority 4.** Deploy additional surveillance camera systems (with associated licenses and data storage capacity) at key external and internal sites. LCSC has self-funded a small number of indoor cameras and currently has negligible coverage of outdoor areas. These systems will be linked with Lewiston Police Department surveillance systems in the event of an emergency or crime incident requiring police response. Total cost for twenty camera systems is \$20,000.
- **Priority 5.** Fund student/employee automated emergency notification system—total ongoing cost of \$7,000 per year. LCSC has recently tested and deployed an automated notification system which sends emails, phone, and text messages to all students, employees, and local area first responders within minutes. The system has been funded on a stop-gap basis using student fees and reserves. This request would put a rapid, flexible, and sustainable capability in place.
- **Priority 6.** Add 10 additional electronic door access (programmable swipe card entry) systems at key campus locations—total cost of \$40,000 (one time). This request would leverage LCSC's internally-funded efforts to replace mechanical key entry systems at critical facilities. This capability results in significant improvements to the institution's ability to monitor entry and exit at all hours, to rapidly reprogram access for specific individuals and facilities/rooms, and to avoid the problems associated with loss or theft of mechanical keys.
- **Priority 7.** Add an Industrial Hygienist (responsible for coordination of hazardous materials tracking, storage, and disposal) to the LCSC staff—1.0 FTE for total cost

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of \$59,200. This function cannot be adequately performed at the current time on an “extra duty” basis by instructional staff and Physical Plant personnel.

- **Priority 8.** Funding for a second, additional Security Officer (complementing the request in Priority 1, above). Total cost for this 1.0 FTE addition is estimated at \$43,400 (less than the cost of the first position, since some equipment and training costs would be shared). This position would enable five Security Officers to rotate among three shifts, to ensure 24/7/365 coverage of the campus and limited backup capability.
- **Priority 9.** One-time funding of \$40,000 to secure an additional shuttle vehicle for Security to respond to off-campus incidents and provide evening shuttle support to students traveling late at night to/from the College’s downtown facilities; acquisition of an electric cart to increase on- and near-campus incident mobility and reduce response times and transport mobility-challenged individuals; and upgrade of Security Department radio sets.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Answer: These areas were addressed in the answer to Question #1. Also see the accompanying matrix, which provides in spreadsheet format the details on each of the nine components of this request, including salary, benefits, O.E., and C.O. needs.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Answer: All components of the request except Priority #4 (surveillance cameras), Priority #6 (electronic access swipe card entry upgrades), and Priority #9 (Security vehicles and radio upgrades) are ongoing. See attached matrix.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Answer: This request serves all students, staff, and visitors to LCSC’s campus and off-campus facilities. Funding of this request will improve the College’s ability to deter incidents, respond to emergencies, and mitigate injuries, loss of life, and damage to state property and resources.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Lewis-Clark State College

Agency No.: 511

FY 2017 Request

FUNCTION: General Education

Function No.:

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ACTIVITY: Facility Maintenance

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.04		Title: Maintenance and Custodial Support			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	\$163,000				\$163,000
2. Benefits	102,700				102,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$265,700				\$265,700
OPERATING EXPENDITURES by summary object:					
1. Operating Expense	\$3,000				\$3,000
TOTAL OPERATING EXPENDITURES:	\$3,000				\$3,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$3,000				\$3,000
2. Tools and equipment	8,000				8,000
TOTAL CAPITAL OUTLAY:	\$11,000				\$11,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$279,700				\$279,700

Supports institution/agency and Board strategic plans: This request supports State Board of Education Strategic Plan Goal 1 (“A Well Educated Citizenry”), Objective A: (“Access”) by providing a teaching, learning, and working environment which is safe, secure, and compliant with SBOE, state, and federal policies, laws, and regulations. [Note: the Board has not, to date, established Performance Measures related to campus safety and security within its current strategic plan; nevertheless safety and statutory/regulatory compliance are priorities for state and federal policy makers.]

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? **Answer:** This request addresses long-time under-staffing of maintenance and custodial personnel at LCSC. The requested support will improve the College’s ability to protect and maintain its physical

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infrastructure in good working order, address deferred maintenance needs, and provide a safe/clean learning and working environment for students and staff. The six components of this request (total request is for \$279,700), in priority order, are the following:

- **Priority 1.** Addition of an electrician (1.0 FTE, employed year-round). Currently, LCSC has only one electrician on staff who is responsible for addressing electrical needs of campus facilities comprising .75 million square feet, with the oldest average facility age of the four public four-year colleges in Idaho. The additional electrician would better enable Physical Plant to deal with its maintenance backlog and reduce reliance on outside contractors. Total cost of salary, benefits, O.E. (including recurring training), and C.O. is \$64,400.
- **Priority 2.** Hire a full-time plumber. LCSC currently has no plumbers on its maintenance staff. “DIY” maintenance/repairs and excessive reliance on private plumbers are not an efficient working approach for the campus. Total cost (salary, benefits, O.E., C.O) for an in-house plumber is \$59,300.
- **Priority 3.** Hire an additional (day shift) custodian. LCSC’s custodial staff is significantly undermanned (by at least 8-10 custodians, based on Occupancy Cost custodial coverage formulas)—this has resulted in sub-standard cleanliness conditions across many areas of campus, and day coverage of restrooms and high traffic areas is a significant issue. This position is the first and highest priority of the three additional custodial positions within this line item request. Total cost of this position is \$37,800.
- **Priority 4.** Hire additional painter. There is currently only one painter assigned to LCSC’s Physical Plant staff. This manning level is insufficient for dealing with year-round painting requests, and DIY and outside contractor use have resulted in timing, quality, and cost concerns. Total cost of adding this painter is \$42,600.
- **Priority 5.** Hire an additional (day shift) custodian. [This is the second of three additional custodian requests within this overall line item.] Rationale for this position is as described in item #3, above. Total cost of this position is \$37,800.
- **Priority 6.** Hire an additional (night shift) custodian. [This is the third of three additional custodian requests within this overall line item.] Rationale for this position is as described for item #3 above. If funded, this position could be assigned to either night, or day shift, to meet the greatest need on campus. Total cost of this position is \$37,800.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

Answer: These areas are addressed in the answer to Question #1. Also see also the accompanying matrix which provides details on each of the six components of this line item request, including salary, benefit, O.E., and C.O. needs.

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3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Answer: All components of this request, except for \$11,000 in one-time capital outlay expenses (personal equipment and tools for maintenance personnel and custodians) are ongoing. All six requested positions are 1.0 FTE 12-month positions. The provision of General Fund dollars to fund these priority needs will support our efforts to hold student fees and tuition as low as possible. See detailed matrix.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Answer: This request serves all students, staff, and visitors to LCSC's campus and off-campus facilities. Funding of the request will improve the College's ability to sustain its physical infrastructure and facilities; avoid breakdown and red-tagging of equipment; ameliorate an area which has detracted from employee and student morale; and provide a safe and sanitary learning and working environment for our students, staff, and the members of the public and family members who visit our campus.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: State Leadership

ACTIVITY:

Agency No.: 503

Function No.: 01

Activity No.:

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A: Decision Unit No: 12.01		Title: Manage Staff Workload			Priority Ranking 1 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS:					
1. Salaries	\$136,100				\$136,100
2. Benefits	62,300				62,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$198,400				\$198,400
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$198,400				\$198,400

Overview:

Since 2006 the Division of Professional- Technical Education has lost 4 positions with no decrease in agency responsibilities. This is a 10.8% decrease in the staffing of PTE. The increased workload had contributed to high turnover in the Department with a number of staff requesting stress related time off. The turnover has left the average tenure within the department at 5.78 years. Nearly one third of the agency has been with the department less than a year with the additional third having under 5 years' experience. This high turnover has contributed to the pressure on employees and perpetuates the high turnover rate as Division employees leave for agencies and areas with a more manageable workload.

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Recent changes across the country have increased the expectations of states as they work to make Professional-Technical education more relevant and aligned with the requirements of industry. The Idaho Division of PTE has a number of new initiatives to ensure that Idaho students are able to transition smoothly between schools and receive education necessary to be employed in high wage, high demand jobs. Such changes are necessary to ensure that Idaho's workforce is competitive but these initiatives also place additional demands on current PTE staff. We are asking for an additional 3 positions to help with the workload and decrease the current high turnover rate within the Division.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting ongoing funding for 1 full-time benefited data coordinator position, 1 full time benefitted program manager position and 1 Office Specialist II position.

A data coordinator is being requested to assist with the implementation of Skill Stack, an electronic technical competency skills recognition program which will be in full implementation mode by FY 2017 and will require a full-time data analyst to work with secondary and postsecondary institutions to manage the data generated by the new program.

The program manager is required to help the agency with student organizations and redistribution of the current workload. Participation in professional-technical student organizations (PTSOs) has been identified as a critical area of performance for PTE programs and existing program managers have been focused on providing support for these programs throughout the state. With increased requirements for federal Perkins programs, the Division has identified the need for program managers to increase their program responsibility to include Perkins Performance monitoring as well. Providing an additional program manager will help distribute the workload among program managers allowing them to do on-site reviews while continuing to provide support to the PTSOs.

An Office Specialist II position is being requested to support the new program manager in their role with PTSOs and better distribute the workload of other support staff within the division.

2. What resources are necessary to implement this request?

- a. List by position:

1. Data Coordinator. Non-classified, Full-time with benefits. \$71,800
2. Program Manager, Non-classified, Full-time with benefits. \$83,800
3. Office Specialist 2, Classified Full-time with benefits. \$42,800

- b. List any additional operating funds and capital items needed.

No new operating or capital funds are needed

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3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding.

4. Who is being served by this request and what are the expected impacts of the funding requested?

If this request is not funded the agency will continue to see ongoing turnover which will limit the agency's ability to meet the needs of local schools and technical colleges throughout the State.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This line item was not requested in prior years.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: Postsecondary Programs (EITC)

ACTIVITY:

Agency No.: 503/504

Function No.: 03

Activity No.:

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A: Decision Unit No: 12.02		Title: Colleague Data System			Priority Ranking 2 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Colleague Data System	\$119,600				\$119,600
TOTAL OPERATING EXPENDITURES:	\$119,600				\$119,600
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$119,600				\$119,600

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting funding for the Colleague Data System, which is required by the State. As the only stand-alone technical college in Idaho, EITC does not have other resources to pay for these costs in full or in part. EITC must direct funds needed for programs and maintenance to keep this data system, the cost of which goes up by 6% every year. This data system is where we draw all of our data for State and Federal reports. It is necessary for all reporting to the National Clearing House, and for the

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State Longitudinal Data System. This system is also required to do transcripts and collect data to support our Strategic Plan Performance Measures.

2. What resources are necessary to implement this request? We would need funding for the cost of the Colleague Data System as an on-going funding source.
 - a. List by position: none
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. No existing human resources will be re-directed
 - c. List any additional operating funds and capital items needed. Operating funding of \$119,520.00 would be required for the annual licensing fee.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding

4. Who is being served by this request and what are the expected impacts of the funding requested?

The entire campus, faculty, students, staff and other employees all rely on Colleague to collect data for the activities and information we provide to the State and other agencies. All of EITC is served by this funding.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This item has been requested in the past as a priority item and has been a concern for several years. With the continual increase in costs, this line item request becomes an imperative.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Professional Technical Education
FUNCTION: State Leadership
ACTIVITY:

Agency No.: 503
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Horizontal Alignment and Online Courses					
A: Decision Unit No: 12.03	Title:				Priority Ranking 3 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
	\$40,000				\$40,000
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$40,000				\$40,000

Description:

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Professional Technical Education will coordinate with the Idaho Digital Learning Academy to provide approved online professional-technical education courses and that the division will incentivize Idaho public colleges and universities offering Professional Technical programs to align their foundational courses so as to achieve uniformity and transferability.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. The continuation of this project into FY 2017 will require one-time funds of \$20,000 for Horizontal Alignment efforts and \$20,000 for PTE Digital.

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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: Post-Secondary Programs

ACTIVITY:

Agency No.: 503

Function No.: 03

Activity No.:

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Post-Secondary Capacity					
A: Decision Unit No: 12.04		Title: Expansion		Priority Ranking 4 of 7	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	38				38
PERSONNEL COSTS:					
1. Salaries	\$2,617,400				\$2,617,400
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
Ongoing	\$315,700				\$315,700
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
One-time Capital Outlay	\$831,500				\$831,500
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$3,764,600				\$3,764,600

Overview:

The Division of Professional Technical Education funds programs at the 6 postsecondary institutions throughout the state. Years of flat funding and increased demands on Idaho students to achieve postsecondary education have resulted in long waiting lists for programs across the State and have limited Idaho employers in being able to hire qualified employees. If Idaho can't accommodate these increased educational demands it forces students to seek education out of State and can force employers to look out of state to hire the qualified employees that are needed.

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Our focus is on high wage, high skill, in demand jobs, which benefit not only the students seeking the education but help to stimulate the economy by providing the necessary talent pipeline for business and industry to grow and be profitable.

The Division has identified 4 major industry areas (health care, information technology, mechatronics, and transportation) where Idaho technical colleges have student backlogs in programs and where all their graduates are hired in high wage, high skill, high demand jobs. The goal is to expand the student pipelines for these targeted programs to meet demonstrated employer demand.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

See attached.

2. What resources are necessary to implement this request?

- a. List by position:

See attached. The positions are all for direct instruction at the post-secondary institutions.

- b. List any additional operating funds and capital items needed.

See attached

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding.

4. Who is being served by this request and what are the expected impacts of the funding requested?

These funds will help address the student backlogs for these in demand programs and provide greater talent pools for industry expansion.

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5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This line item was not requested in prior years.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Professional Technical Education
 FUNCTION: General Programs
 ACTIVITY:

Agency No.: 503
 Function No.: 02
 Activity No.:

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Secondary Performance Based Funding					
A: Decision Unit No: 12.05	Title: Funding			Priority Ranking 5 of 7	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$1,128,200				\$1,128,200
LUMP SUM:					
GRAND TOTAL	\$1,128,200				\$1,128,200

Description:

As one of its major initiatives to improve secondary PTE education across the state, PTE is in the process of proposing new legislation to amend Idaho Code 33-1629 to provide incentive funding for exemplary Professional-Technical Education (PTE) secondary programs. It would provide for incentive-based funding opportunities currently available only for Agricultural and Natural Resources education programs established in 2014 (Idaho Code 33-1629) to all PTE secondary education programs.

The incentive based funding for the PTE Agricultural and Natural Resources education program is driving improvements in the quality of these education programs and this legislation would provide this same type of incentive-based funding for the other five PTE education program areas, which include: Business Management and Marketing,

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Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences.

This performance based approach would more clearly demonstrate the return on investment provided by professional-technical education and hold PTE programs more accountable for producing results.

The performance measures and procedures for PTE program incentive based funding would be established by the Idaho Division of Professional-Technical Education.

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AGENCY: Idaho Division of Professional-Technical Education

FUNCTION: Division Administration

ACTIVITY:

Agency No.: 503

Function No.: 01/02

Activity No.:

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A: Decision Unit No: 12.06		Title: Division FTP Request			Priority Ranking 6 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	41,000				41,100
2. Benefits	20,400				20,400
3. Group Position Funding Function 01-TOTAL PERSONNEL COSTS:	61,400				61,400
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
Function 02- T/B PAYMENTS:	(61,400)				(61,400)
LUMP SUM:					
GRAND TOTAL	0				0

Overview:

Historically the Division has funded CWI to perform accounting services for Professional Technical Student Organizations (PTSOs). This relationship is inefficient, requiring PTE program managers to work with off-site accounting services and any changes to the financial reports are being handled manually by PTE support staff. Frequently this results in a second set of accounting records being maintained at the Division. In addition, internal control of these funds is difficult to ensure since funds are maintained outside of PTE and PTE staff cannot confirm the accuracy of the records or readily research accounting discrepancies.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting an ongoing transfer of funding from Trustee and Benefits to Personnel costs for 1 full-time benefited financial specialist to perform the accounting for the PTSOs. The overall financial impact to the State is zero.

2. What resources are necessary to implement this request?

- a. List by position:

4. Financial Specialist, Classified Full-time with benefits. \$61,400

- b. List any additional operating funds and capital items needed.

No new operating or capital funds are needed

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding that will be offset by an ongoing reduction in trustee in benefit funding. The net financial impact to the State of Idaho is zero.

4. Who is being served by this request and what are the expected impacts of the funding requested?

This request will allow the Division of PTE to better serve the PTSO boards allowing them to make sound financial decisions; will reduce the burden on PTE support staff to maintain a second set of accounting records and will allow the Division increased internal controls over PTSO funds.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This line item was not requested in prior years.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

AGENCY: Idaho Division of Professional Technical Education

FUNCTION: General Programs

ACTIVITY:

Agency No.: 503/504

Function No.: 02

Activity No.:

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A: Decision Unit No: 12.07		Title: Human Resources Senior Position			Priority Ranking 7 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$45,800				\$45,800
2. Benefits	21,300				21,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$67,100				\$67,100
OPERATING EXPENDITURES by summary object:					
2. Lab Materials and supplies					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$67,100				\$67,100

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Eastern Idaho Technical College (EITC) is requesting 1 FTE Human Resources Senior. The College currently has one position in HR that is classed at the specialist level and is required to do all of the payroll plus all the employee HR function. Many of these functions are out of the individual's pay grade. It is important that the College provide adequate services for all of our employees and protect their rights. This position would be at the level to work with the other HR professionals in the State.

2. What resources are necessary to implement this request?

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

EITC would need to hire a HR Senior and use the current position of specialist to do payroll and other functions at the specialist level.

- a. List by position: Human Resources Senior Position, Pay grade M, Full time with benefits. This person would start when funding is approved
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. This would be a new position at EITC.
 - c. List any additional operating funds and capital items needed. No new operating or capital funds are needed
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

This is an on-going request for funding

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Employees are greatly affected by the service of the HR department. Hiring, firing, retirement, CEC and many other areas need to be covered by a well-educated HR employee. New reporting is now being required for HR departments to meet Federal guidelines. If this request is not funded, employees may not get the information to make decisions that could affect employment and retirement

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This request will replace some of those requested in previous years. We have re-evaluated some of the priorities on the EITC campus and determined that having a fully functioning HR department is very important to the institution.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: College of Southern Idaho
FUNCTION: Education
ACTIVITY: Board approved category

Agency No.: 501
 Function No.:
 Activity No.:

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Supporting Complete College Idaho – Dual Credit Support					
A: Decision Unit No: 12.01	Title: Idaho – Dual Credit Support			Priority Ranking 1 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	144,000				144,000
2. Benefits	74,800				74,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	218,800				218,800
OPERATING EXPENDITURES by summary object:					
1. Travel	15,000				15,000
2. Operating Supplies	5,000				5,000
3. Faculty Professional Develop.					
TOTAL OPERATING EXPENDITURES:	20,000				20,000
CAPITAL OUTLAY by summary object:					
1. Capital Outlay	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	238,800				238,800

Supports institution/agency and Board strategic plans:

Goal 1, Objective B

Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation in Idaho’s educational system.

Performance Measure:

1. Provide advising and other support services to minimum of 25% of the high school students enrolled in dual credit courses each year, improving purposeful progression toward certificates or degrees of value
2. Increase dual credits successfully completed by the Fall of 2017

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

3. Maintain or exceed 90% dual credit course completion rate in the face of program expansion through Fast Forward

Description:

With the original passage of the Fast Forward legislation in FY 2015 and its expansion in FY 2016, additional support is needed for dual credit students. CSI's dual credit growth was fairly static from 2009-2013, delivering 12-14,000 credits in an average year. Fast Forward has pushed this number to over 16,000 in 2014, and we anticipate a significant increase in that number as a result of the program being fully implemented

In order to properly support the growing number of dual credit students, CSI needs to revise its support system for both dual credit students and dual credit instructors. We are proposing hiring four student service generalists to provide advising, admission, registration, residency and payment process for our dual credit operations which now stand at more than 2,200 dual credit students in over 40 high schools.

Dual Credit Student Service Specialists will have an associate's degree at a minimum, with a bachelor's degree preferred and be trained in wide range of student service areas. They will be a customer service representative for all processes involving CSI with the school districts. Specifically, the Dual Credit Student Service Specialist will provide support in the following areas:

1. Provide limited on site advising along with serving as a direct resource for dual credit students, faculty and parents
2. Work with high schools, students and faculty concerning timely and accurate testing, admission and registration. This will involve on site assistance at larger schools and being available at spring advising sessions in high schools
3. Assisting high schools, students and faculty with the Fast Forward, scholarships and the process for paying. This will involve meeting with both parents and students
4. Provide training for dual credit faculty concerning the dual credit process in the areas of advising, admission, registration, payment
5. Serve as customer representatives with the technical skills to resolve various procedural and administrative issues.
6. Assist high school counselors with the dual credit process concerning eligibility, prerequisites, test score requirements and advising.
7. Follow up with enrollment and Fast Forward verification with faculty and high schools
8. Assist in calling dual credit students who have not paid or who have scholarship issues.
9. Assist Transition Coordinators/Recruiters with recruiting through site visits and student follow-up for both PTE and academic students in October and March and as available.
10. Serve as a resource for CSI department heads and CSI Dual Credit Faculty Mentors concerning non-instructional issues facing dual credit faculty.
11. Serve as a college resource for dual credit issues for admissions, registration and business office.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Dual credit will continue to be institutionalized in the admissions, records and business offices. The purpose of the Dual Credit Support Services Specialist is for CSI to be proactive in customer service and to serve this growing population. This staff will also assist in recruiting all students to CSI since they will have a relationship with high schools.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for funding to develop a comprehensive approach to postsecondary dual credit educational services for high school students. The approach involves the investment of resources on the front end of a student's educational experience in order to increase program completion at the most economical price possible.

The primary purpose of this request is to provide proper support services for our dual credit program.

The base funding for salaries and benefits for the four (4) Dual Credit Student Service Specialists is \$218,800. These four support positions will be in addition to current staffing of 1.5 FTE dedicated to dual credit.

Currently we have an Associate Dean, a full-time Student Service Specialist and a part-time Dual Credit Coordinator built into our base budget at a total cost personnel cost of \$196,600.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Four (4) Dual Credit Student Service Specialists - \$36,000 salary with \$19,700 in benefits

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Dual Credit Coordinators will work with the existing CSI Admission and Recruiting functions to insure student follow-up is continuous and relevant. They will also coordinate with Advising to make sure students are taking the courses need for their majors.

- c. List any additional operating funds and capital items needed

These staff members will travel extensively to high schools to provide services on site. Travel funds of \$15,000 per year are needed. Operation expenses of \$5,000 for supplies and educational materials will also be needed.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is for General Funds.

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is to improve the services we provide to dual credit students to insure they are successful in their post-secondary experience. As noted in our Performance Measures, we expect to see more students, to serve them better, and improve transition from high school to college and to increase completion rates.

If this request is not funded, we will struggle to provide adequate support for our growing number of dual credit students. Simply put, our existing staffing model is not adequate to address the breadth of this operation. We are deeply concerned students, parents, high schools and college staff will be overwhelmed by the work required to properly serve dual credit students.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: College of Southern Idaho
 FUNCTION: Education
 ACTIVITY: Board approved category

Agency No.: 501
 Function No.:
 Activity No.:

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A: Decision Unit No: 12.02		Title: Student Instructional Support			Priority Ranking 2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	7,900				7,900
3. Group Position Funding	100,000				100,000
TOTAL PERSONNEL COSTS:	107,900				107,900
OPERATING EXPENDITURES by summary object:					
4. Travel					
5. Software					
6. Operating Supplies	5,000				5,000
7. Faculty Professional Develop.					
TOTAL OPERATING EXPENDITURES:	5,000				5,000
CAPITAL OUTLAY by summary object:					
2. New Computer Lab					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	112,900				112,900

Supports institution/agency and Board strategic plans:

Goal 1, Objective B

Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation in Idaho’s educational system.

Performance Measure:

4. Increase graduation rates for the College of Southern Idaho from 18% to 28% by fiscal year 2019 (May of 2019) – IPEDs definition of graduation rate. Fall of 2015 benchmark
5. Increase retention in degree and certificate programs at the College of Southern Idaho from 50% to 60% by fiscal year 2019 (May 2019) IPEDS definition of Fall to Fall retention utilizing the Fall of 2015 as a benchmark.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

6. Increase the number of students earning degrees or certificates by 30% by fiscal year 2019 (May 2019) utilizing the Fall of 2015 as a benchmark.
7. Increase credits successfully completed by 15% by the Fall of 2017 based upon Fall of 2015 credits.

The above performance measures are in support of SBE benchmarks

1. Attain a 75% new full time student return rate for the second year in Idaho community colleges.
2. Attain 20% of head count for post-secondary unduplicated awards for certificates requiring one academic year or more of study.

Description:

The Idaho State Board of Education has set a goal of 60% of all Idahoans between the ages of 25 and 34 receiving post-secondary education or training in order to meet today's needs in the workforce. The JA and Kathryn Albertsons Foundation has also strongly supported post-secondary education through their funding initiatives and "Go On" programs.

Though bachelor's and graduate degrees are important, the community colleges feel very strongly that these goals can only be met through a combination of associate degrees, professional technical education, certificates and customized workforce training.

The proposed model is based upon successful pilot programs funded by short term grants at our institutions and proven programs successfully implemented throughout the nation. This model, based in part on Complete College Idaho, is one of career counseling, guided pathways for success (GPS), mandatory orientation, intensive and intrusive advising, redesigned remedial courses, continuous follow up and expanded tutoring. It is high touch and highly successful. From a student's perspective, it requires a significant amount of effort for a shorter period of time and a much greater probability of success.

This request is to expand resources for post-gateway high risk classes such as Biology, Chemistry, high level math, nursing, etc. based upon success ratio of the courses. This would involve hiring skilled students, part time staff and adjunct faculty to assist in these areas. Instructional coaches will be available during a wide range of open hours for these services will serve to improve completion rates. Faculty referrals to this area would result in phone calls and follow up to proactively seek out struggling students to intervene and develop a plan for success before they fail. The tutors will be housed in our newly created Student Success Center which is supervised by a full time associate dean. We expect to see immediate results in retention and course completion rates with the funding of this request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The primary purpose of this request is to not only increase completion rates for all programs, but also to increase the number of students participating in post-secondary training. This is a direct response to both the Idaho State Board of Education 60% goal and the JA and Kathryn Albertson "Go On" campaign.

A mix of students, part-time and adjunct faculty will be provided to assist students. Full-time coordinators and other support staff are already in place for this project.

CSI currently has a \$46,000 budget for part-time peer tutors and a one (1) FTE coordinating tutoring with \$62,700 in personnel costs.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

We propose staffing the Success Center with a mix of part-time staff and adjunct faculty at a cost of approximately \$107,900. The center will be open for extended hours to all students.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

We currently only have limited tutoring and intervention services available at certain times on campus. We have already invested in an Associate Dean's position to oversee this area with the expectation of a direct impact both on course completion and retention.

- c. List any additional operating funds and capital items needed.

We are requesting \$5,000 in operating fund for supplies for the Success Center.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is for General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is to improve the services we provide to students to insure they are successful in their post-secondary experience. As noted in our Performance

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Measures, we expect to see more students, to serve them better and to increase completion rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs, but it will not have the desired major impact on increasing enrollments and completion rates.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: College of Southern Idaho
FUNCTION:
ACTIVITY:

Agency No.:
 Function No.:
 Activity No.:

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A: Decision Unit No: 12.03		Title: Instructional Designer			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	70,000				70,000
2. Benefits	25,800				25,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	95,800				95,800
OPERATING EXPENDITURES by summary object:					
1. Travel	6,000				6,000
2. Office Supplies, Publications, Dues	5,000				5,000
TOTAL OPERATING EXPENDITURES:	11,000				11,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	106,800				106,800

Supports institution/agency and Board strategic plans:

Goal 2, Objective B:

Quality Instruction – Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff.

Performance Measure:

1. The designing a system of training and certification, the implementation and monitoring of this process will result of certified instructors teaching on line and hybrid courses. This will allow us to increase certified faculty by 25% per years. Currently on line course quality varies significantly due to a lack of standards, training and support.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

2. The design and implementation of broad based training and instruction in current best practices in education and pedagogy for all faculties in all disciplines will result in 25% of all faculty annually participating in formal, ongoing training. Pedagogical training and professional development will be ongoing and part of regular teacher evaluations.

Description:

This position would not only oversee quality in all of our online and hybrid course offerings, but also would assist faculty (full-time and adjunct) in bringing up courses to required levels and monitor all courses for quality. Additionally the goal of this position is to increase success rates in all courses regardless of modality through redesign and utilization of the most successful teaching techniques. Instructors in gateway courses in math and English will be targeted initially.

Through improving instruction across the board, this position will have direct impact on student success, retention and completion.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

One (1) FTE is being requested to a) improve the quality of online and hybrid course instruction, and b) develop and maintain an ongoing excellence in teaching protocol for all full and part-time faculties.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

1.0 FTE, Instructional Designer, \$70,000, Full Time, Full Benefits, Hire Date of July 1, 2016, 12 month contract

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The new instructional designer will report to the Associate Dean of Institutional Effectiveness and work closely with instructional deans and faculty to improve the presentation, quality and completion rates for all instruction.

List any additional operating funds and capital items needed.

We are requesting \$6,000 for travel and \$5,000 for office supplies, publications and dues.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

The entire request is from the General Fund. The \$11,000 of operating expenses are on-going.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

It is critical that we maintain high quality courses with high completion rates. The instruction designer will assist faculty in the development of all courses, including an initial focus on developing a quality control protocol for hybrid and online courses.

If this request is not funded, we will have to make a decision concerning the limiting of online offerings to the number we can insure meet the quality and outcomes our students need. Moreover, institutional emphasis on professional development focusing on teaching excellence will be delayed.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the second year of this request. The instructional designer was a part of a consolidated top priority item for our FY 2016 request. It is not prioritized first because of the need to address the support issues for the influx of dual credit students we are experiencing.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AUGUST 13, 2015**

AGENCY: College of Southern Idaho
FUNCTION:
ACTIVITY:

Agency No.:
 Function No.:
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A: Decision Unit No: 12.04		Title: Institutional Researcher			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	60,000				60,000
2. Benefits	23,700				23,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	83,700				83,700
OPERATING EXPENDITURES by summary object:					
1. Travel	5,000				5,000
2. Office Supplies, Publications, Dues	2,000				2,000
TOTAL OPERATING EXPENDITURES:	7,000				7,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	90,700				90,700

Supports institution/agency and Board strategic plans:

Goal 3, Objective B: Data Informed Decision Making – increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.

Performance Measure:

1. Through the use of data analysis and continued participation with the Idaho State Board of Education, relevant, reliable, comparable data will be used in making management decisions. CSI will be able to participate in providing reports and data required by various entities. Moreover, CSI will embark on forming dashboards and utilizing predictive analytics.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Description:

The College of Southern Idaho currently has 1.5 FTE (one part-time and one full-time staff) assigned to institutional research and reporting. In addition to traditional on-going ad hoc, IPEDS and administrative management reports, we have added reporting for the state longitudinal data study, the community college Voluntary Framework for Accountability, Complete College America, new Northwest Accreditation core standards and the Student Success Initiative. The staff is also responsible for Institutional Profile Report, a 150 page book of current as compared to historical data, charts and graphs specifically for CSI, which is completed every two years.

In addition to reporting, there is a growing emphasis by the Idaho State Board of Education for institutional research staff to participate in state and national conferences. We are also experiencing a movement towards analytics for predictive data and efficiencies. Analytics can provide valuable data but it is time intensive. This is an expansion of the institutional research function.

The current staff of one full-time and one part-time person cannot keep up with this workload.

This request is for funding to hire one (1) FTE full-time institutional researcher to assist our existing time staff. This position will provide consistent support to our existing staff along with improving the process of getting needed reports for evaluation and decision making.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

A full-time institutional researcher position addresses the overwhelming amount of reporting and data analysis required both internally and externally.

Currently, we have 1.5 FTE (one full-time and one part-time staff) doing institutional research with personnel costs totaling of \$130,000.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

1.0 FTE, Institutional Researcher, \$60,000, Full Time, Full Benefits, Hire Date of July 1, 2016, 12 month contract

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The new institutional researcher will report to the Assistant Dean of Institutional Effectiveness. The existing 1.5 FTE (one full-time and one part-time staff)

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

performing institutional research will share duties with the new position with the work being divided between them.

- c. List any additional operating funds and capital items needed.

We are requesting \$5,000 for travel and \$2,000 for office supplies, publications and dues.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is from the General Fund. The \$7,000 of operating expenses are on-going.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The College is the prime entity being served through the utilization of data to make good decisions to efficiently provide services to students.

If this request is not funded, we will have to prioritize what we can do with the existing staff. This may mean limiting involvement in various programs, data reporting and state sponsored events. This position is critical for us move forward with predictive analytics which in turn is essential for tracking and monitoring student success.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the second year of this request. It was our number 3 priority in our Fy 16 budget request. The top prioritized line item – Dual Credit Support - was not a part of a previous year request. (Due to the predicted influx of dual credit students as a result of new legislation and the issues experienced in Fy 2015, Dual Credit Support is critical in providing services to these new students.)

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: North Idaho College

Agency No.: 501

FY 2017 Request

FUNCTION: Education

Function No.: 02

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ACTIVITY:

Activity No.:

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A: Decision Unit No: 12.01		Title: Complete College Idaho			Priority Ranking 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	8.00				8.0
PERSONNEL COSTS:					
1. Salaries	\$309,000				\$309,000
2. Benefits	108,000				108,000
3. Group Position Funding	50,000				50,000
TOTAL PERSONNEL COSTS:	\$467,000				\$467,000
OPERATING EXPENDITURES by summary object:					
1. Operating Supplies/Travel	\$57,000				\$57,000
2. Faculty Development	80,000				80,000
TOTAL OPERATING EXPENDITURES:	\$137,000				\$137,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$4,500				\$4,500
TOTAL CAPITAL OUTLAY:	\$4,500				\$4,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$608,500				\$608,500

Supports institution/agency and Board strategic plans:

Goal 1, Objective B

Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation in Idaho’s educational system.

Performance Measure:

8. Increase retention in degree and certificate programs at North Idaho College from 54% (the 3 year average of Fall09 to Fall11) to 63%
9. Increase percentage of new students at North Idaho College who are awarded a degree or certificate from the current 20.8%.
10. Increase percentage of career program completers employed in related field from 54.9% to 65%.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The above performance measures are in support of SBE benchmarks

3. Attain a 75% new full time student return rate for the second year in Idaho community colleges.
4. Attain 20% of head count for post-secondary unduplicated awards for certificates requiring one academic year or more of study.

Description:

The Idaho State Board of Education has set a goal of 60% of all Idahoans between the ages of 25 and 34 receiving post-secondary education or training in order to meet today's needs in the workforce. The JA and Kathryn Albertsons Foundation has also strongly supported post-secondary education through their funding initiatives and "Go On" programs.

Though bachelor's and graduate degrees are important, research continues to show these goals can only be met through a combination of associate degrees, professional technical education, certificates and customized workforce training.

The proposed model is based upon successful pilot programs funded by short term grants at our institutions and proven programs successfully implemented throughout the nation. This model, based in part on Complete College Idaho, is one of career counseling, guided pathways for success (GPS), mandatory orientation, intensive and intrusive advising, redesigned remedial courses, continuous follow up and expanded tutoring. It is high touch and highly successful. From a student's perspective, it requires a significant amount of effort for a shorter period of time and a much greater probability of success.

North Idaho College is requesting support for CCI for the following institutional priorities:

1. Coordinator Retention/Completion – 1 FTE \$60,000 salary plus \$23,696 benefits, \$2,500 operating expense and \$1,500 equipment. = \$87,696
A Coordinator for Retention/Completion will help to manage, develop and implement retention strategies to support student cohorts, and will help develop measurable goals to enhance student progress to degree completion. In addition to closely tracking student progress, the coordinator will assist with developing reports and will work with campus leaders to plan and provide support for broader campus retention efforts. The Coordinator will support instructional efforts to help sustain several grant-funded programs. This position will assist students with student services needs as they enter programs, track and aid students through their programs, and provide employment assistance as they complete programs.
2. Transition Coordinator – 1 FTE - \$45,000 plus \$20,572 benefits = \$65,572 plus \$2,500 operating expenses and \$1,500 equipment = \$69,572

BUSINESS AFFAIRS AND HUMAN RESOURCES
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A Transition Coordinator position will work closely with recruiting and admissions staff to help students transition from secondary to post-secondary programs. The Transition Coordinator will provide pathways coaching, will assist students in navigating through admissions and financial aid requirements, and will aid students with their education plans. Integrating the sometimes overwhelming admissions process with early advising ensures a smooth transition for students and a clear path toward timely completion of their program of study.

3. Support for Faculty engagement in intrusive advising – 5 FTE (part time and adjunct faculty) plus benefits = \$173,989.

The college has successfully implemented Intrusive Advising for at-risk students but has only been able to implement it on a small scale. Since faculty are often the first and most important point of contact for new students, they are in a position to recognize the early signs of an “at-risk” student such as sudden non-attendance or sudden failure to turn in work. Frequent faculty-student contact in and out of the classroom is the most important factor in student motivation and involvement. By providing support for faculty engagement in intrusive advising, the college can identify at-risk students early in their program thereby moving a greater number of students toward completion.

4. Expansion of Quality Matters – 1 FTE - \$60,000 plus \$23,696 benefits=\$83,696 plus \$60,000 in instructional stipends, \$52,000 operating expenses and \$1,500 in equipment = \$197,196.

The Quality Matters project at NIC is aimed at creating a continuous improvement process for assuring the quality of online instruction. The project will involve faculty, instructional designers, and staff in best practices in instructional design. The project will help to systematically ensure the quality and consistency of NIC’s online courses resulting in greater success rates for online students.

5. Faculty Professional Development - \$80,000 operating expense

Several faculty-driven curriculum process changes are underway at NIC as a result of the state-wide General Education Reform (GEM) initiative, and the adoption of the Guided Pathways approach to reducing time to graduation. The need for professional development for faculty is great so that the work continues toward identifying an explicit core with shared learning outcomes that clearly guides students toward their educational goals. NIC has begun work to review and implement a redesigned core that

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will not simply generate more degrees, but will generate quality degrees, and to both collect and use assessment data to make core course improvements.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for funding to develop a comprehensive approach to postsecondary educational services for all students. The approach involves the investment of resources on the front end of a student's educational experience in order to increase program completion at the most economical price possible. Job coaching, recruitment, orientation, placement, advising, registration and follow up services are all significantly enhanced through this proposal.

The primary purpose of this request is to not only increase completion rates for all programs, but also to increase the number of students participating in post-secondary training. This is a direct response to both the Idaho State Board of Education 60% goal and the JA and Kathryn Albertson "Go On" campaign.

The base funding for salaries and benefits for the existing staffing includes six advisors and advising Director totaling is \$338,700. This amount is in the NIC general fund. We have also have two positions funded by the Albertson's grant in the amount of \$93,000. This is grant funding.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

1.0 FTE – Transition Coordinator \$45,000, full time with benefits at \$20,572. Anticipated hire date 7/1/16. 12 month employee.

1.0 FTE Coordinator Retention/Completion \$60,000, full time with benefits at \$23,696. Anticipated hire date 7/1/16. 12 month employee

5.0 FTE Faculty/Adjunct Faculty Advisors 150 stipends at \$800/credit. Taxes and retirement only benefits. Anticipated hire date 8/15/16

1.0 FTE Instructional Designer \$60,000, full time with benefits at \$23,696. Anticipated hire date 7/1/16. 12 month contract.

0.0 FTE Faculty/Adjunct Faculty Training Stipends, \$500/faculty member for 100 faculty, taxes and retirement only. Hire Date of August 1, 2016

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

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The existing NIC advising and instructional staff will train with and support these initiatives. There are already staff and faculty interested in and piloting these programs.

- c. List any additional operating funds and capital items needed.

We are requesting \$80,000 in professional development funds for instructional personnel to help the college with general education reform and to design better methods for collecting, utilizing, and sharing student learning outcomes assessment data. This work will guide students toward their educational goals.

We are requesting \$4,500 for computers for the new staff in this request as well as for office furniture.

We are requesting \$11,000 in travel, \$20,000 in supplies and \$30,000 for training and professional development for our instructional designer position. The travel is to ensure that our instructional designer and selected lead staff stay current on best practices. The \$20,000 is for providing supplies and training materials to the faculty being instructed in the new methods. The \$30,000 for professional development is to expose our faculty to innovative instruction. This will involve speakers, travel, webinars and direct instruction.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Funding request is for state general funds. The \$4,500 for desktop computers and is a one-time start-up equipment purchase. Replacement computers will be funded from institutional funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is to improve the services we provide to students to ensure they are successful in their post-secondary experience. As noted in our Performance Measures, we expect to see more students, to serve them better and to increase completion rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs but it will not have a major effect on increasing enrollments and completion rates.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: North Idaho College

Agency No.: 501

FY 2017 Request

FUNCTION: Education

Function No.: 02

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ACTIVITY:

Activity No.:

Original Submission X or

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A: Decision Unit No: 12.02		Title: Data System Analyst/Developer		Priority Ranking 2 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$78,500				\$78,500
2. Benefits	27,500				27,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$106,000				\$106,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
TOTAL OPERATING EXPENDITURES:	\$5,000				\$5,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$3,000				\$3,000
TOTAL CAPITAL OUTLAY:	\$3,000				\$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$114,000				\$114,000

Supports institution/agency and Board strategic plans:

Goal 3, Objective B: Data Informed Decision Making – increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system

Description:

The demand for more information to support regulatory compliance, strategic data driven decision making, ad-hoc and operational reporting needs is ever increasing. Renewed emphasis and institutional commitment and priority need to be given in the area of data development. An additional staff position in Information Technology will enable the College to markedly improve reporting and information analytics.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for a data analyst/developer. This is a general fund request. This position will provide access to a high need area for data analytics to provide tracking and benchmarking of outcomes and higher evaluation of data for new programs and initiatives.

2. What resources are necessary to implement this request?

- a. 1 FTE Data Analyst/Developer, \$78,500 salary full time with benefits at \$27,548. Anticipated hired date 7/1/17 12 month contract.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No resources will be redirected. Existing operations will improve quality and availability of reporting to campus and constituents.

- c. List any additional operating funds and capital items needed.

\$5,000 for travel to training and meetings with other schools. \$3,000 one-time funds for a desktop computer and office furniture.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Funding request is for state general funds. \$3,000 is for one time capital items (computer and office furniture).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Since 2006, Information Technology has partnered with the Office of Institutional Effectiveness to develop an institutional reporting capability including a centralized, data mart reporting environment. This environment utilizes Microsoft technologies and reporting tools that came at no additional cost to the institution due to our existing campus license agreement with Microsoft.

Leveraging the Microsoft Business Intelligence suite of tools will pay great dividends to North Idaho College. The Developer position will not only assist and support the existing Information Center staff and data analysts but will further extend the college's ability to complete current information initiatives and address new analytics initiatives, taking the data mart reporting platform to a new level.

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AGENCY: North Idaho College

Agency No.: 501

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ACTIVITY:

Activity No.:

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A: Decision Unit No: 12.03		Title: Enhanced Campus Security			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$64,000				\$64,000
2. Benefits	35,700				35,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$99,700				\$99,700
OPERATING EXPENDITURES by summary object:					
1. Training	\$15,000				\$15,000
TOTAL OPERATING EXPENDITURES:	\$15,000				\$15,000
CAPITAL OUTLAY by summary object:					
<u>Exterior Campus Surveillance System:</u> Network Storage, (\$35,000); Entrance/Exit Cameras, (\$84,000); Parking lot Cameras, (\$40,000); License, (\$10,000); Installation, (\$16,000)	\$185,000				\$185,000
<u>Electronic Access Controls for Departmental/Building Zone Security:</u> 50 doors at \$5,000 per door.	250,000				250,000
<u>Internal Electronic Access controls:</u> Upgrade to current system to allow classrooms with electronic locks to be locked down from within.	90,000				90,000
TOTAL CAPITAL OUTLAY:	\$525,000				\$525,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$639,700				\$639,700

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Supports institution/agency and Board strategic plans:

Goal 1, Objective A and Objective B: Access and Higher Level of Educational Attainment. North Idaho College; Goal 3, Objective 4: Enhance access to college facilities.

Description:

Enhancing the capabilities of our campus security by providing an increased visual presence and ability to respond to multiple calls will better serve our students, employees, and visitors.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Increased security personnel, campus wide exterior surveillance system, and enhanced electronic access controls. These 3 components will serve to improve the safety of our campus for students, employees, and visitors.

2. What resources are necessary to implement this request?

- a. 2 FTE Security Officers, \$64,500 salary full time with benefits at \$35,729. Anticipated hired date 7/1/17 12 month contract.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No resources will be redirected. Existing operations will improve quality and availability of reporting to campus and constituents. The college has employed a FT school resource officer through contract with the City of Coeur d' Alene to begin addressing the need for enhanced security and ensure timely response times.

- c. List any additional operating funds and capital items needed.

\$15,000 for training. \$525,000 one-time funds for a upgrading and installing surveillance and access controls

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Funding request is for state general funds. \$540,000 is for one time capital items).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students, employees, and visitors to the North Idaho College campus will experience a more safe and secure environment. If this request is not funded, we will not be able to provide the enhanced level of safety and security we hope for.

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AGENCY: North Idaho College

Agency No.: 501

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FUNCTION: Education

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ACTIVITY:

Activity No.:

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Electronic and Information Technology Coordinator (ADA)					
A: Decision Unit No: 12.04	Title: Electronic and Information Technology Coordinator (ADA)			Priority Ranking 4 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$42,000				\$42,000
2. Benefits	17,600				17,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$59,600				\$59,600
OPERATING EXPENDITURES by summary object:					
1. Professional Development	\$10,000				\$10,000
TOTAL OPERATING EXPENDITURES:	\$10,000				\$10,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment	\$3,000				\$3,000
2. Network Software and System Compliance	63,000				63,000
3. Hardware Compliance	54,000				54,000
TOTAL CAPITAL OUTLAY:	\$120,000				\$120,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$189,600				\$189,600

Supports institution/agency and Board strategic plans:

Goal 1, Objective A: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Description:

The Department of Education, Office for Civil Rights is widely publicizing the recent May 4, 2012 University of Montana Electronic and Information Technology (EIT) compliance complaint against the institution. The Office for Civil Rights is reminding all post-secondary institutions that the remedial actions against the University of Montana should be viewed as a template to ensure colleges are in compliance with EIT requirements and standards.

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After reviewing the Department of Education, Office for Civil Rights Resolution Agreement with the University of Montana, NIC has recognized the need to designate/hire an Electronic and Information Technology (EIT) coordinator, develop an EIT Policy and Procedure, audit all college electronic systems for accessibility compliance, and develop a priority list to begin addressing deficit areas. NIC has already identified several deficit areas through past audit activity including the need to install web content compliance software, purchase a campus wide licensing for text to speech software system, upgrade computer kiosks, information stations, copiers, learning management systems including classroom technology and multimedia, phone systems, and also provide captioning of videos and film content to ensure accessibility for students with disabilities is adequately addressed. Additionally, the EIT Coordinator would be responsible for identifying additional funding sources and grants to ensure continued electronic and information tech compliance across all NIC campuses and platforms.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

It is critical for North Idaho College to fully meet federal EIT compliance and in order to do so, both staff and capital outlay resources must be established and maintained. North Idaho College is requesting funds to expand and further develop its Electronic and Information Technology (EIT) compliance to ensure NIC systems are fully accessible for individuals with disabilities. EIT has taken on a greater emphasis relative to a recent US Department of Education, Office for Civil Rights disability discrimination complaint (OCR Reference No. 10122118), against the University of Montana on May 4, 2012, (resolution agreement attached for reference). In order to meet compliance standards, NIC must develop an EIT Accessibility Policy and Procedures, designate an EIT Coordinator who has the responsibility and commensurate authority to coordinate the College's Accessibility Policy and Procedures, perform an audit of EIT applicable systems at NIC, prioritize deficient systems, and then implement enhancement and corrective action to ensure EIT compliance. In addition to requesting base funding for an EIT coordinator position, several large scale EIT systems expenditures are also being recommended as part of this request.

2. What resources are necessary to implement this request?

- a. 1 FTE Electronic and Information Technology Coordinator, \$42,000 salary full time with benefits at \$17,460. Anticipated hired date 7/1/16 12 month contract.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No resources will be redirected. Existing operations will improve by allowing disability support services to better serve students with a dedicated and appropriate resource.

- c. List any additional operating funds and capital items needed.

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\$62,000 for Network Software: HiSoftware Compliance Sheriff for Web Content Compliance Automation, (\$32,000); Campus-Wide Speech to Text Software Licensing Software Read/Write Gold (\$12,000); Transcription Costs for Video and Film Captioning (\$18,000). \$54,000 for Hardware Compliance: Access Kiosk Computer Replacements (\$18,000); Student Disability Multimedia Computer Stations upgrades for 7 sites (\$21,000); Blind and Visually Impaired Assistive Technology Lab to include 3-D printing for Tactile accommodation (\$15,000). \$12,000 for Professional development and campus education including, training on compliance with OCR Reference No. 10122118 and auditing electronic systems for compliance. In addition the request includes \$3,000 one-time funds for a desktop computer and office furniture.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire request is from the General fund. \$116,000 is one time capital expenditure. Replacement, maintenance and future license renewal would be funded from other sources.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students with documented disabilities (as defined by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and the regulations that implement those statues at 34 C.F.R. Part 104 and 28 C.F.R. Part 35) from the five northern counties and served by North Idaho College will be legally served through the implementation of the EIT coordinator and applicable systems management and upgrades. If not funded, colleges risk a similar response by the U.S. Department of Education, Office for Civil Rights as was taken against the University of Montana. Preventative and incremental adequately funded EIT adaptation towards compliance, guided by policy and procedures and facilitated by an EIT Coordinator, is preferred as opposed to immediate OCR sanction which may result in costly and immediately intervention.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Community Colleges
 FUNCTION: College of Western Idaho
 ACTIVITY: Strategic Initiative – Prior
 Years Unfunded Enrollment

Agency No.: 505
 Function No.: 07
 Activity No.:

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A: Decision Unit No: 12.01		Title: Prior Years Unfunded Enrollment			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.00				10.00
PERSONNEL COSTS:					
1. Salaries	500,000				500,000
2. Benefits	217,000				217,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	717,000				717,000
OPERATING EXPENDITURES by summary object:					
1. Ongoing professional development	1,073,000				1,073,000
2. Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	1,083,000				1,083,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,800,000				1,800,000

Supports institution/agency and Board strategic plans:

This request is connected to the CWI strategic plan's goals as follows:

Institutional Priority 1: Student Success;

Objective 3: CWI will provide support services that improve student success.

Objective 4: CWI will develop educational pathways and services to improve accessibility.

Institutional Priority 2: Employee Success;

Objective 1: Employees will have resources, information and other support to be successful in their roles.

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Objective 2: CWI will provide employees with professional development, training and learning opportunities.

Institutional Priority 3: Fiscal Stability;

Objective 3: CWI will work to maintain and enhance its facilities and technology and actively plan for future space and technology needs.

Institutional Priority 4: Community Connections;

Objective 2: CWI engages in educational, cultural and organizational activities that enrich our community.

Objective 3: Expand CWI's community connections within its service area.

Having sufficient funding per Academic FTE will allow CWI to achieve these objectives.

Performance

Measure:

The College of Western Idaho will have the following outcomes to showcase the performance of each priority/goal with sufficient funding per Academic FTE:

Student Success: Increased completion and retention rates will result if CWI develops those services that will allow students to meet their full potential while also providing pathways to move further in their education and career goals. CWI will be better able to bridge the gap to make transitioning to 4 year institutions more seamless for the students.

Employee Success: Having more resources and training will help CWI employees be more successful in their roles and to facilitate easier access to those resources for all employees, much as CWI has done for the student population.

Fiscal Stability: CWI will be better able to upgrade its facilities and technology in a proactive manner to meet the ever changing needs within the marketplace for higher skills, which in turn, makes CWI the institution that stands out from the crowd and is better equipped to handle the needs of our community. By maintaining and improving the infrastructure, CWI will be prepared for any future growth and needs of the region.

Community Connections: CWI will have the ability (staff and infrastructure) to better engage the community and participate in activities that showcase the value of an education at CWI, which reinforces the need and support for the College with our community partners, both current and potential.

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Description:

This request is being submitted to allow CWI to be funded at the same amount per academic full time equivalent (SFTE) student as North Idaho College (NIC) and the College of Southern Idaho (CSI).

Please see attached enrollment calculation spreadsheet for details regarding actual calculation methodology. Note: This request is for only a *portion* of the unfunded enrollment.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests support for prior year (FY 2012, 2013, 2014 & 2015) unfunded enrollment in FY 2017.

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
 - c. List any additional operating funds and capital items needed.

If this request is approved, CWI would first consider the hiring of instructional faculty and/or staff. The ratio of full- to part-time (adjunct) would be determined based upon the amount appropriated. Remaining funds would be used for Operating Expenses at the college, primarily infrastructure (Facilities, utilities, and information technology) related, as determined by enrollment circumstances.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funds requested are Ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Existing and new students will be served with this request. Not funding this request will cause difficulties in meeting community expectations for an open access community college.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Community Colleges
 FUNCTION: College of Western Idaho
 ACTIVITY: Strategic Initiative –
 Student Success

Agency No.: 505
 Function No.: 07
 Activity No.:

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A: Decision Unit No: 12.02		Title: Student Success			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.0
PERSONNEL COSTS:					
1. Salaries	359,000				359,000
2. Benefits	176,900				176,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	535,900				535,900
OPERATING EXPENDITURES by summary object:					
1. Office expense, professional development	27,000				27,000
2. Travel	10,600				10,600
TOTAL OPERATING EXPENDITURES:	37,600				37,600
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	573,500				573,500

Supports institution/agency and Board strategic plans:

SBOE Goal 1, Objective B

Idaho SBOE identifies a **well-educated citizenry** as a strategic goal by increasing the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 3, Objectives A and B

Idaho SBOE identifies **efficient use of educational resources** to promote effective and efficient delivery systems as a strategic goal. Objectives include demonstration of cost effectiveness and fiscal prudence, as well as engaging in data-informed decision making and continuous improvement.

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CWI Institutional Priority 1, Objectives 1, 2, 3, and 4

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals). **Student success** is College of Western Idaho's first institutional priority with the objective of improving student retention, persistence (objective 1), and degree completion (objective 2). CWI will provide support services that improve student success (objective 3). CWI will develop educational pathways and services to improve accessibility (objective 4).

Performance Measures:

SBOE: Relevant benchmarks include the percent of high school graduates who enroll in postsecondary institution within 12 months of graduation and the percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

CWI: Relevant performance measure includes improving prospect to enrolled matriculation rate to meet or exceed 20% by 2019, improving course completion rates to 80% by 2019, improving semester-to-semester persistence rates to 80% (77% for first time college students) by 2019, improving annual retention rates to 55% by 2019, and granting 750 associate degrees annually by 2019.

Advisors for Academic Programs

CWI currently employs eight (8) Advisors, two (2) Sr. Advisors, and one (1) Director to serve over 10,000 A.A. and A.S. students annually. Currently, the student-to-advisor ratio is conservatively 1000:1. For this reason, many CWI students do not receive individual advising, but are provided large group advising as part of the orientation process. Increasing the number of the advising staff by 4 FTE would result in an improved ratio of approximately 700:1 and provide students with more intentional and individual advising from the point of admission through degree completion. These additional advisor positions will allow CWI to implement a proactive and engaging advising and intervention model to address student needs, provide just-in-time intervention when support services are needed, and extended support during their academic career. A 2013 policy report titled "What matters for community college success?" suggests an student-to-advisor ratio 370:1 and further submits that "personalized guidance can allow students to gain information and decision making skills and to successfully navigate college, but community colleges often lack the resources and counselors to provide such supports. [. . .] Without adequate counseling services, students are more likely to make uninformed choices about their educational futures, are less likely to take advantage of available support services and, as a result, are arguably more likely to take longer to obtain their educational goals or stop out before completion." CWI hopes to increase advising staff over the next several years to reach a 500:1 ratio.

Park, V.; Cerven, C; Nations, J.; Nielsen, K. (2013). Policy report: What matters for community college success? Pathways to Postsecondary Success.

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Alignment with Complete College Idaho's Key Strategies and Complete College America's Guided Pathways to Success (GPS) Essential Components

CCI Key Strategy

- ✓ *Strengthen the Pipeline*

GPS Essential Components

- ✓ *Intrusive, on-time advising*

Colleges can more effectively monitor student progress toward completion through a more structured student support system built around guided pathways. Innovations in technology allow student support to be targeted and customized to meet the needs of individual students. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when and where they are most needed. For example, systems can automatically place a student on administrative hold and require a meeting with an advisor if a key milestone course in the student's major is not completed on schedule. Academic advisors can focus their attention almost exclusively on students most in need of services instead of spreading themselves over burdensome caseloads of all students.

<http://www.boardofed.idaho.gov/ccj.asp>

www.completecollege.org/docs/GPS_Summary_FINAL.pdf

Outcomes:

1. Improved persistence and retention rates
2. Improved degree completion
3. Achieve advising caseload ratio of 700:1
4. Implement intentional advising model so serve more individual students
5. Decline in number of students who do not meet Satisfactory Academic Progress
6. Provide greater consistency and higher accessibility to support services
7. Increase number of individual student contacts

Scalability:

This request is at scale to serve current student enrollment at CWI. CWI's advising is at base-level staffing and the advising model is currently based on a "do what you can with what you have" approach, which does not serve students as well as community college advising should. Additional personnel would allow us to scale to a model of intentional advising. Increasing CWI's advising staff by four positions will be a first step towards reaching a 500:1 goal. We can build to this over time.

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Director of Education Opportunity Program

The Educational Opportunity Program (EOP) is designed provide a pathway to college success for specific student populations. The EOP is intentionally designed to improve access, retention, success, and ultimate completion of certificate and degree programs. This position will oversee the strategic direction of EOP to include the efforts of the positions listed below, tracking and analysis of data and performance measures, and programmatic assessment, as well as program expansion to include additional special populations.

Educational Opportunity Program Scalability:

CWI has identified the following populations for which it intends to develop specialized outreach and pathways to college through the Educational Opportunities Program:

- Hispanic students
- Veterans
- First Generation students
- Honors students
- Students with experiential learning (re-entering college from workplace)
- Refugees
- Prior offenders (Criminal Justice Reinvestment)
- Transfer students (to CWI from other higher ed institutions)

This request will allow CWI to take the first step towards building this outreach program.

Coordinators (2), Hispanic Pathway

CWI has chosen to focus the first EOP efforts on Hispanic students. Coordinators are responsible for the outreach to, intake of, and advising of Hispanic students on their pathway to success and college completion. Functions of these positions would include:

- Establish a connections between Hispanic students and CWI
- Enlist current CWI students to create targeted recruiting messages
- Create peer mentor model
- Work closely with communication specialist to create webpage information and to eliminate information barriers
- Create and reward leadership opportunities
- Build an outreach and advising model that addresses the entire student lifecycle, including transfer or work placement preparation
- Supervise a community of advisors who are assigned to a specific pathway

CWI serves approximately 1400 Hispanic students annually in credit programs, and over 1000 more in Basic Skills Education. CWI will create the first Hispanic Pathway Coordinator in FY16 to launch this learning community pilot. CWI aspires to become a Hispanic serving institution affiliated with Hispanic Association of Colleges and

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Universities, which requires members to serve a student population of 25% Hispanic students. These coordinator positions will be integral in expanding Hispanic outreach and support and will have a focused responsibility for recruitment and matriculation of Hispanic students into certificate and degree pathways. Additionally, these positions will help implement educational outreach to the Hispanic community to address cultural attitudes and orientations toward higher education that are specific to this population of future students and their families. These positions will also provide advising and resource guidance necessary for student success along certificate or degree pathway.

<http://cwidaho.cc/info/facts-glance>

Outcomes:

1. Increase CWI's Hispanic student population to a rate that is more reflective of our service area demographics
2. Address college readiness barriers, and provide intentional advising through students' educational experience to increase retention, persistence, and completion rates
3. Improve completion rate of Hispanic students.

Scalability:

CWI has hired its first Hispanic Pathway Coordinator. His effort will be implemented on a small scale with pilot school districts. The two additional coordinators requested here will allow CWI to scale outreach throughout Canyon and Ada counties and eventually to CWI's ten-county service area.

Data & Information Analyst

This is a position to support data collection, analysis, and reporting in support of the State of Idaho Complete College America/Complete College Idaho initiative, Voluntary Framework of Accountability (VFA), Gainful Employment, Professional Technical data collection and reporting, Integrated Postsecondary Education Data System, Statewide Longitudinal Data System, regional accreditation, and other state and federal data requirements. Internal data reporting will support data-informed decision making as college administration and the Board of Trustees make ongoing decisions about college growth and performance.

College of Western Idaho Strategic Alignment

CWI will improve student retention and persistence

- This position will be responsible for data collection and analysis in support of student retention and persistence. This includes tracking course completion rates, semester-to-semester persistence, and fall-to-fall retention. Additional duties will include support of the Community College Voluntary Framework of Accountability.

CWI will provide support services that improve student success

- The responsibility for tracking and reporting the enrollment funnel from prospect through enrollment, program completion rates, and federal reporting under the

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Integrated Postsecondary Education Data System (IPEDS) will reside with this position.

CWI will develop educational pathways and services to improve accessibility

- College prep course work, subsequent gateway course success, dual credit counts, and physical and online enrollment data tracking and analysis will be another responsibility of this position.

CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development

- This position will collect, analyze, and report data associated with Workforce Development headcounts and trends, as well as customer satisfaction information.

State Board of Education Strategic Alignment

Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

- This position will be responsible for collecting, analyzing, and reporting data related to demographic enrollment information and trends, and college entrant data

Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

- This position will be responsible for dual credit data collection, analysis, and reporting (including headcount and credits generated), subsequent post-secondary enrollment information, related college success data, and program completion/graduation information.

Improve the processes and increase the options for re-integration of adult learners into the education system.

- This position would be responsible for tracking numbers of training programs and associated enrollment data for state and federal reporting

Increased productivity and cost-effectiveness

- This position will be responsible for collecting and reporting data associated with college efficiency measures, reporting remedial education data, and academic performance information.

Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system

- This position will be responsible for completing data collection and analysis for information related to the Statewide Longitudinal Data System, and then reporting that data to the Office of the State Board of Education.

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Faculty, Engineering

This program will serve degree-seeking students in the Treasure Valley. Universities in Idaho have requested that CWI implement an engineering program that would allow students to complete the first two years of study at CWI prior to transfer. This degree program will transfer to University of Idaho, Idaho State University, and Boise State University baccalaureate programs in Engineering. Department of Labor data suggests that careers in the engineering field will grow by 27% between 2011 and 2019 in Idaho. A baccalaureate degree is required for positions in engineering related fields, thus the importance of partnering with senior institutions statewide.

Alignment with Complete College Idaho's Key Strategies and Complete College America's Guided Pathways to Success (GPS) Essential Components

CCI Key Strategy

✓ *Structure for Success*

Communicate strong, clear and guaranteed statewide articulation and transfer options.

GPS Essential Components

✓ *Commitment to whole programs of study*

Students make the "big choices" of academic majors or programs — and all the other choices of necessary credits and course sequences are laid out for them. In this way, a clear path to on-time completion is prepared for them, semester by semester, all the way to graduation day.

✓ *Milestone courses (addresses intentional programmatic design)*

Degree pathways contain critical milestone courses that must be completed each semester to certify students are on track. Not only do these courses provide realistic assessments of student progress; milestones give students early signals about their prospects for success in a given field of study. This eliminates the problem of students' putting off challenging courses until the consequences of changing majors become too damaging and costly.

✓ *End-to-end design (addresses intentional programmatic design)*

GPS programs are built with the end goal in mind. Starting with the student's desired career outcome, colleges construct a sequence of relevant courses that leads students, semester by semester, to their chosen goal. Students understand from their first day on campus where their chosen pathway will take them. Aimless wandering is replaced with highly motivating and intentional routes to careers and more learning.

<http://www.boardofed.idaho.gov/cci.asp>

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www.completecollege.org/docs/GPS_Summary_FINAL.pdf

Outcomes:

1. Intentionally designed and fully articulated degree program in Engineering (including 2+2 agreements with university partners).
2. Increase in the number of majors and graduates in this program
3. Increase in the number of transfer students to related four-year programs.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Nine (9) full-time positions are being requested.

- a. Four (4) Advisors to build towards a manageable student-to-advisor ratio with the goal of improving retention and completion rates. No institutional funding currently exists for these positions.
 - b. One (1) Director, Educational Opportunities Program to establish a department dedicated to outreach to special student populations. The Educational Opportunities Program will scale over the next several years to serve CWI's ten county region. No institutional funding currently exists for this position.
 - c. Two (2) Coordinators, Hispanic Pathway to recruit Hispanic students to CWI with the goal of reaching student enrollment that reflects the demographics of the college's service area. CWI currently employs one Hispanic Pathway Coordinator. No institutional funding currently exists for additional positions identified in this request.
 - d. One (1) Data & Information Analyst to support institutional research/institutional effectiveness functions. This would be a third position in addition to two current full-time filled positions. No institutional funding currently exists for the position identified in this request.
 - e. One (1) Faculty, Engineering to lead the development of an Associate of Science in Engineering. CWI does not currently have full-time faculty expertise in this discipline. No institutional funding currently exists for this position.
-
2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

4.0 FTE Advisors, Academic Programs; \$33,000; FT; benefits \$18,200; July 1, 2016; 12 month permanent position (total for four positions: \$204,800)

1.0 FTE Director, Educational Opportunities Program; \$59,000; FT; benefits \$23,600; July 1, 2016; 12 month permanent position (total: \$82,600)

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2.0 FTE Coordinators, Hispanic Pathway; \$38,000; FT; benefits \$19,300; July 1, 2016; 12 month permanent position (total for two positions: \$114,600)

1.0 FTE Data & Information Analyst; \$45,000; FT; benefits \$20,700; July 1, 2016, 12 month permanent position (total \$65,700)

1.0 FTE Faculty, Engineering; \$47,000; FT; benefits \$21,200; August 1, 2016; 9 month permanent position (total \$68,200)

b. List any additional operating funds and capital items needed.

- i. Advisors: \$3,000 in ongoing operating expense is requested to fund professional development. Due to CWI's distributed campus model and outreach efforts, \$1,000 in travel expense is requested to cover ongoing mileage costs. Total: \$16,000.
- ii. Director EOP: \$3,000 in ongoing operating expense is requested to fund professional development. Due to CWI's distributed campus model and outreach efforts, \$1,200 in travel expense is requested to cover ongoing mileage costs. Total: \$4,200.
- iii. Coordinators, Hispanic Pathway: \$3,000 in ongoing operating expense is requested to fund professional development. Due to CWI's distributed campus model and outreach efforts, \$1,200 in travel expense is requested to cover ongoing mileage costs. Total: \$8,400.
- iv. Data & Information Analyst: \$3,000 in ongoing operating funds is requested for basic office needs (e.g. copying, supplies) and training expenses, as well as \$3,000 in ongoing travel expense. Total \$6,000

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

These positions will serve current and future CWI students. This request reflects the college's efforts related to improving retention and completion rates, which will have a positive impact on revenue.

Currently, students seeking an Engineering degree must declare Liberal Arts as a major at CWI which does not provide a clear transfer degree pathway to four-year programs. As a result, CWI has difficulty retaining these students through associate degree completion. Recruitment will provide a new customer base, but CWI will also be able to retain and complete more students by offering a clearly defined pathway for new and current students.

All positions in this request, including operating expense, are ongoing. No changes will be made to fee structure; no grant awards are currently being sought for these positions.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

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- a. Advisors: These positions will serve current and future CWI students and addresses the college's efforts related to retention and completion. If this request is not funded, CWI will continue to create efficiencies in current processes with the staffing the college has available. We feel our current staffing model does not allow us to make a significant positive impact on student support beyond initial intake.
- b. Director, EOP and Coordinator, Hispanic Pathway: These positions are designed to provide specialize support for assisting specific populations of students; specific to this request is an emphasis on Hispanic student. Expected impact is an increase in Hispanic student enrollment, higher retention, and a higher rate of completion year-over-year. CWI has recently hired one full-time coordinator to launch Hispanic outreach in FY16, after which CWI hopes to scale this project for higher impact and broader outreach with additional staffing. If this request is not funded, CWI will delay the implementation of an Educational Opportunities Program and maintain the "one size fits all" approach to recruitment utilizing current staff. The current Hispanic Pathway Coordinator will continue to focus on limited school districts, but would not be capable of expansion throughout CWI's service area.
- c. Data & Information Analyst: This position would serve the campus community (internal customers) as well as state and federal agencies (e.g. State Board of Education, Division of Professional Technical Education, US Department of Education) through data collection, analysis, and reporting. Given the scope of current and future data requests, not filling this position causes potential delays and/or missed deadlines of time-critical state and federal reporting requirements.
- d. Faculty, Engineering: Future students seeking Associate of Science in Engineering are being served by this request. Baccalaureate programs at Idaho four-year institutions are also being served by this request. If the request is not funded, CWI will rely on internal funding for new full-time faculty positions which will impact the timeline of these degree offerings. CWI has not funded new full-time faculty positions in Academic Affairs for the past two years.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Health Programs
FUNCTION: WWAMI Medical
Education

Agency No.: 515

FY 2017 Request

Function No.: 02

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Original Submission X or
Revision No. ____

ACTIVITY: Strategic Initiative

Activity No.:

A: Decision Unit No: 12.03		Title: Five Additional Seats			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0 FTE	0.50 FTE			1.5 FTE
PERSONNEL COSTS:					
1. Salaries	180,000	90,000			270,000
2. Benefits	48,100	24,000			72,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	228,100	114,000			342,100
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	47,800				47,800
TOTAL OPERATING EXPENDITURES:	47,800				47,800
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	275,900	114,000			389,900

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- *Performance Measure: the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.*

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Objective B: Transition to Workforce – Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- *Performance Measure: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.*

GOAL 3. EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- *Performance measure: the number of WWAMI rural summer training placements in Idaho each year.*

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- *Performance measure: the number of WWAMI medical students completing clerkships in Idaho each year.*

Objective C: Support and maintain interest in primary care medicine for medical career choice.

- *Performance measure: Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.*

Description:

This new program request is for five (5) additional positions for medical students in the Idaho WWAMI program, beginning in FY17. With the transition of twenty WSU-based WWAMI students to Spokane in FY15, the Idaho WWAMI program has capacity for additional students; additionally, because of curriculum renewal, the University of Washington School of Medicine has increased capacity for the total number of medical students. Therefore, in an effort to increase the opportunity of the sons and daughters of Idaho citizens to attend a prestigious, highly ranked medical school and to potentially increase the number of physicians providing medical services in the state of Idaho in a timely manner, this request is to increase the incoming class of WWAMI students in the fall of 2016 to a total of forty (40).

To accomplish these goals and objectives, the Idaho WWAMI program needs to be authorized and funded to admit five additional students (new entering class total of 40 Idaho WWAMI students, fall 2016). This funding would come from general appropriations

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and dedicated funds derived from WWAMI tuition received by the University of Idaho. Specifically, new program costs are provided on page 1 of this request and would include:

1. A request to add one and a half (1.5) FTEs for faculty positions to implement curriculum renewal. This would take the form of one 0.50 FTE appointment (College Head) plus four 0.25 FTE appointments (College Faculty); 1.0 FTE would be funded from state general funds and 0.5 FTE would be derived from dedicated funds.
2. Operating expenses for educating the five additional medical students, including anatomy supplies and equipment, study resources, clinical instruction, and other program costs.

The FTE increase is requested to implement the instruction of additional subject areas of the renewed curriculum. In addition to personnel requirements, an expansion in medical student enrollment would require a modest increase in operating expenses for teaching these additional students.

This request for increased WWAMI medical student positions would be an ongoing request. It requires a commitment to not only increased funding and medical students in year 1 (FY16), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation. Idaho WWAMI is currently at 35 students per year, or 140 total students in medical school. This request requires the addition of 5 students in the entering classes of FY17, FY18, FY19, and FY20 or 40 students per year, for a total of 160 Idaho WWAMI students enrolled in medical school by FY20 (Fall 2019). This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 140 to 160 students, is necessary for the future of Idaho communities.

This request also supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009; specifically, recommendations #2 (increased WWAMI students), #5 (admissions selection for rural and primary care interests), and #6 (insuring rural training rotations in Idaho as a part of students' program).

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AGENCY: Health Education Programs
 FUNCTION: University of Utah
 Medical Education Program

Agency No.: 515

FY 2017 Request

Function No.:

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 Revision No. ____

ACTIVITY: Strategic Initiative

Activity No.:

A: Decision Unit No: 12.03		Title: Year 1 Two Additional Seats			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$84,600				\$84,600
LUMP SUM:					
GRAND TOTAL	\$84,600				\$84,600

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities and economic means.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

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Description:

This request is for two (2) additional positions for medical students in the University of Utah School of Medicine (UUSOM) program, beginning in FY17. This request would increase the incoming class of UUSOM students in the fall of 2016 to a total of ten (10).

This request supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009. Specifically, recommendation #3: "Expand the total number of medical seats for Idaho sponsored students to between 60 to 90 per year (an aggregate total of 240 to 360) as soon as practicable through partnerships with WWAMI, WICHE, University of Utah, osteopathic schools and other medical schools."

The last time Idaho UUSOM seats were expanded was in FY2002, with an increase from 6 to 8 seats per year.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This is a request for two additional UUSOM seats in the amount of \$83,000 in Trustee & Benefits. It would require a commitment to not only increased funding and medical students in year one (FY17), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation.

Idaho's cooperative agreement with UUSOM is currently at 8 students per year or 32 total medical school students. FY16 base funding is \$1,356,000 (fund source is 100% General Funds). This request would add two students in the entering classes of FY17, FY18, FY19, and FY20 or 10 students per year, for a total of 40 Idaho UUSOM students enrolled in medical school by FY20 (Fall 2019).

This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 32 to 40 students, is necessary for the future of Idaho communities.

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
No FTE are associated with this budget.
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
None.
 - c. List any additional operating funds and capital items needed.
None.

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3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request would require ongoing General Funds.

Each year the contract price for all UUSOM seats increases by an amount which is equal to the increase in the Higher Education Cost Adjustment (HECA) index published for the most recently available preceding academic year.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All Idahoans would benefit from increasing the state's physician workforce. Consider the following statistics

Per 100k population, Idaho currently ranks:

- 47th in nation for active primary care physicians
- 49th in nation for total active physicians

Source: *AAMC 2013 State Physician Workforce Data Book*

Idaho has an aging physician workforce

- 24.6% of Idaho physicians are over age 60

96% of Idaho is a federally designated Health Professional Shortage Area for primary care.

In addition, the return on investment in terms of the economic impact of physicians in Idaho is significant:

Table 1: Total Output, Jobs, Wages & Benefits, and State and Local Taxes Supported by Physicians in Idaho, 2012

Economic Measure	Total	Per Physician
Number of Physicians	2,708	-
Output	\$3.6 billion	\$1,317,291
Jobs	27,095	10.01
Wages & Benefits	\$2,086.6 million	\$770,524
State and Local Taxes	\$132.7 million	\$48,997

Source: *The Economic Impact of Physicians in Idaho, State Report March 2014*
<http://www.idmed.org/IDAHO/images/idahodocuments/Home%20Page/IDEconImpactStudy.pdf>

Another way to look at ROI is to consider how many UUSOM graduates are practicing in Idaho. As of November 2014, the UUSOM Alumni Office reported the following estimated numbers for graduates practicing medicine in Idaho:

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Estimated Idaho Sponsored Students (1953-2014)	267
Medical School Graduates practicing in Idaho	207
Resident Graduates practicing in Idaho	54
Total	<hr/> 261

The national average for active physicians who graduated from an in-state public medical school and are practicing in-state is 46.8%.* Given that Idaho has sponsored a total of approximately 267 students at UUSOM since the inception of the contract in 1953, the fact that there are 261 UUSOM graduates currently practicing in Idaho shows that Idaho is clearly a net importer of UUSOM trained physicians.

* Source: *AAMC 2013 State Physician Workforce Data Book*

If this request is not funded, Idaho will increasingly rely upon the WWAMI program to meet the need for more physicians.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: Health Programs
FUNCTION: Kootenai Health FMR
ACTIVITY:

Agency No.: 501
 Function No.:
 Activity No.:

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A: Decision Unit No: 12.01		Title: Residency Build-out			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$180,000				\$180,000
LUMP SUM:					
GRAND TOTAL	\$180,000				\$180,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective D: Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.

Expanding graduate medical education (GME/residency) training in Idaho has been identified as an educational and funding priority in the State of Idaho: the state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08, 8/1/13), the Legislative Medical Education Interim Committee (11/12/08, 8/1/13), and the State Board of Education (1/26/09). The State Board of Education rank ordered ten recommendations towards expansion of medical education (1/26/09). The first of these recommendations was to “expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice.”

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Description:

Kootenai Health Family Medicine Coeur d'Alene Residency (KFMR) will be in the continued startup phase of our Family Medicine Residency program, in the 3rd year operations for FY 2017. The program started-up in July 2014, with 6 R1 first year residents, followed by another 6 R1 first years residents in July 2015. Next year a final six residents will be added to attain the full complement of 6 R1's, 6 R2's and 6 R3's totaling 18 residents, each to complete the full three years residency training program.

The focus of this program is to train rural family physicians for Idaho. Kootenai Health, a community owned and operated health care entity has invested significant resources into this project of developing a family medicine residency program. Kootenai Health is requesting additional support funds, through the Idaho State Board of Education, from the Idaho Legislature.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The need stated is based upon the additional costs which we will encounter related to training our residents in urban and in rural settings, preparing them to be fully functioning family physicians.

Residents must be sent to Spokane for more intense pediatric training at Providence Sacred Heart Children's Hospital, due to fact that regionally the more severely ill and injured children are transferred there for the more intense treatment needed. Specific costs encountered relate to the loss of federal Graduate Medical Education support dollars and to revenues lost, in their absence from our clinic patient care operations. Each resident will spend a total of 12 weeks in Spokane.

In addition, residents are sent to rural communities in North Idaho. Specific costs related to that experience include travel, place of residence in that community for 4 week blocks, and to specific revenues lost in our clinic patient care operations, in the absence of that resident.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

N/A

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

N/A

- c. List any additional operating funds and capital items needed.

N/A

BUSINESS AFFAIRS AND HUMAN RESOURCES
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3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Projected expenses and revenues for FY 2017

- *Kootenai Health ongoing annual investment:* *TBD by August Board meeting*
- *Federal Revenues:* *TBD by August Board meeting*
- *Family Medicine Center clinical revenues:* *TBD by August Board meeting*
- *State Appropriation (FY16):* *\$380,000 (ongoing)*
- *State Appropriations Request (FY17):* *\$180,000 (ongoing)*

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

KMFR is specifically targeting the primary care physician shortage which exists in North Idaho and secondarily targeting the fact the State of Idaho is experiencing a significant physician manpower shortage, which will definitely become more acute over the next 5 to 10 years. The State of Idaho currently ranks number 49/50 in the state's number of physicians per capita. It is projected that within 5 to 7 years, approximately 20 of the present 30 family physicians in the Kootenai County region will retire. In the state of Idaho it is projected that approximately 50% of the currently practicing family physicians will retire within the next 7 to 10 years. National research projects a 60,000 family physician shortage in the United States by the year 2020.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research (FUR)

Agency No.: 516

FY 2017 Request

Function No.: 01

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Original Submission X
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ACTIVITY: Strategic Initiatives

Activity No.:

A: Decision Unit No: 12.01		Title: FUR- Research Scientist			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	56,400				56,400
2. Benefits(\$11,200 + 20.2% base)	22,600				22,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	79,000				79,000
OPERATING EXPENDITURES by summary object:					
1. Travel	3,000				3,000
2. Operating	2,000				2,000
TOTAL OPERATING EXPENDITURES:	5,000				5,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	3,000				3,000
TOTAL CAPITAL OUTLAY:	3,000				3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	87,000				87,000

Supports institution/agency and Board strategic plans:

Goal 1, Objective A. One objective of FUR is to provide unbiased data and analysis to natural resource industries statewide through the Policy Analysis Group. The College of Natural Resources has provided analysis for more than 20 years and has proven the worthiness of this resource. But there has been no capacity for economic study nor primary data collection. This was partially rectified in FY16 with creation of and funding for an economist. To further improve PAG's effectiveness, human capital is needed to support the economist with primary data collection and analysis, allowing for PAG to provide the best service possible. By funding a Research Scientist who is tasked with data collection and analysis, disciplinary and interdisciplinary scholarship will be improved—faculty and students will have more resources and more research can be done by leveraging FUR dollars to access non-FUR dollars. Stakeholder engagement will

BUSINESS AFFAIRS AND HUMAN RESOURCES
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increase both through research opportunities and tech transfer. Data from research, whether institutional or collaborative, will aid natural resource agencies and industries statewide as management decision are made.

Performance Measure: This will be measurable over time as more current and relevant data collection and analysis improves best management practices and increases natural resource's economic impact on the state. It is also measurable by an increase in non-FUR dollars acquired through leveraging FUR dollars.

Goal 1, Objective B: As a land-grant university, our mission includes providing relevant scholarly activity to the people of the state. In the College, that scholarly activity includes relevant analysis of data as it relates to natural resources. The College does not currently have the capacity to track economic activity and collect economic data in a comprehensive way. With the funding of an economist in FY16, the Policy Analysis Group has the ability to provide better economic information to researchers, stakeholders, legislators and the citizens of the state. Building capacity to provide the economist and other PAG staff with current and meaningful data will improve timeliness and relevancy of this information.

Performance Measure: This is measurable by the number of projects and total research dollars of the College in the period following this request. It is also measured by the number of data collection and analysis requests answered by PAG.

Goal 2, Objective A: PAG provides policy reports to a variety of entities, including the university, private industry and state government. By having a base of relevant economic data, PAG will be a greater resource for scholarly activity across the campus, industry and its related organizations such as the Idaho Forest Products Commission and the Idaho Range Commission, and state government. Stakeholders would benefit from ready access to data and analysis specific to items of high economic interest, including forest management, rangeland, Sage-grouse, wildfires and biofuels. The College can increase its already extensive involvement in all of these natural resource areas by having a Research Scientist in place.

Performance Measure: Stakeholder engagement, requests for data and analysis, volume of workshops and other structured outreach efforts will be the measure.

Goal 3, Objective A: By growing the research capacity and outreach potential of PAG, more opportunities will emerge to leverage FUR dollars for research. Student engagement, opportunities for undergraduate and graduate research and engagement with stakeholders will increase. Research on topics related to wildfire, forest management, rangeland, Sage-grouse, biofuels, oil and natural gas, and other natural resources will impact the economic stability and potential growth of Idaho.

Performance Measure: This is measured by the number of students involved in FUR-based or FUR-leveraged research and the subsequent industry and stakeholder engagement that comes from research partners.

Description:

Advancing natural resource economics research at the University of Idaho by investing in human resources.

Idaho's natural resources provide a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, as well as ecosystem services such as water purification and carbon sequestration. Forests and rangelands are vital to Idaho's economy, and the ability to serve current and future generations will be influenced by our understanding of and accounting for the contribution of forests and rangelands to our economy. FUR provides research, policy study and teaching beyond the scope of the college's traditional budget. PAG is one element of FUR, and is a state-mandated obligation of the College of Natural Resources. For more than 20 years PAG has provided policy reports to others at the university, stakeholders, industry, agencies and government. While policy papers have proven beneficial, there is no capacity to fully develop this service to include economic tracking and analysis. FY16 brought partial remedy of this shortcoming with funding for an economist. This service can be further enhanced with capacity to collect primary data and analyze natural resource economic value across the state. To date, the PAG's economic analyses have relied on secondary data sources that are typically older than desired. This research scientist position will provide the human capital necessary to systematically track the economic impact of natural resources to Idaho's economy in real time. It is vital to agencies and industries to have reliable estimates of the economic impact of wildfire, timber harvesting, grazing and water yield so they can plan their management and investment activities.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Natural Resources is requesting \$87,000 in the Forest Utilization Research (FUR) budget to provide salary support, plus travel, operations, and capital equipment, for a new research scientist to enhance research capacity and document the importance of natural resources-based enterprises in Idaho's economy. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen traditional Idaho industries and rural communities that rely on the jobs from timber harvesting, grazing domestic livestock, and natural resource-based recreation industries. There is currently no capacity for this position.

2. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The College of Natural Resources is requesting funds sufficient to salary and benefits support for a new research scientist.

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- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

There will not be redirection.

- c. List any additional operating funds and capital items needed.**

The request includes \$3,000 for travel, \$2,000 for operating expenses, and \$3,000 for capital equipment used to process data.

- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

Not applicable.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The new Research Scientist will directly serve professional managers and state and private owners of Idaho forest and rangelands. Rural communities and outdoor recreation stakeholders in Idaho will benefit from understanding how economic enterprises generate income (payroll) and taxes and how economic activity will benefit rural communities, both directly (payroll and taxes) and indirectly (support roads, schools, and medical care). The position will also strengthen leverage for non-FUR dollars, benefitting faculty and students.

- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.**

This is our highest priority and is developed from a half-time analyst request not approved last year. It is complementary to FY16's highest priority, an economist, which was approved.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research (FUR)

Agency No.: 516

FY 2017 Request

Function No.: 01

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Original Submission X
or Revision No. ____

ACTIVITY: Strategic Initiatives

Activity No.:

FUR- Sage-grouse habitat research and outreach initiative					
A: Decision Unit No: 12.02		Title: and outreach initiative		Priority Ranking 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	34,300				34,300
2. Benefits	18,200				18,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	52,500				52,500
OPERATING EXPENDITURES by summary object:					
1. Operating	30,000				30,000
TOTAL OPERATING EXPENDITURES:	30,000				30,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	82,500				82,500

Supports institution/agency and Board strategic plans:

Goal 1, Objective A. Scholarly activity and constituent engagement are both necessary as the state continues to deal with sage-grouse habitat issues, especially those related directly to grazing. This funding would provide first for faculty and student involvement in field research of grazing impacts on sage-grouse habitat. Secondly, those faculty and students would engage with stakeholders through workshops and education and community engagement to help landowners and rural communities understand options related to conserving sage-grouse habitat.

Performance Measure: This is measurable by an increase in non-FUR dollars acquired through leveraging FUR dollars. This is also measureable by number of workshops and

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community, industry and agency people directly impacted by education and outreach efforts.

Goal 1, Objective B: Engaging communities and statewide stakeholders in range and grazing issues is already an educational component of the Rangeland Center, funded by FUR. This further extension of that effort would engage undergraduate rangeland students in addressing stakeholder needs, giving real-world experience to our academic programming.

Performance Measure: This is measureable by the number of students engaged specifically in sage-grouse research, internships, education and outreach initiatives.

Goal 2, Objective A: Engagement with state agencies and private landowners is imperative to properly address and manage sage-grouse habitat related to rangeland management and grazing. Partnerships have already been established through the Rangeland Center, but enhancement of these, outreach to new stakeholders and specific partnerships relating specifically to the topic will provide the best results for management of our natural resources while considering economic impact.

Performance Measure: Stakeholder engagement, number of workshops and other structured outreach efforts will be the measure.

Goal 3, Objective A: The Rangeland Center is poised for education and outreach to landowners across the state. Its placement with the College of Natural Resources provides a natural link for integrated activities between the Center, landowners and students. This funding would enhance those relationships and provide for students to be involved directly with industry.

Performance Measure: This is measured by the number of students involved in FUR-based or FUR-leveraged research and the subsequent industry and stakeholder engagement that comes from research partners.

Description:

Advancing natural resource economics research at the University of Idaho by investing in human resources.

Sage-grouse could be the biggest influencer of rangeland and grazing management in the next decade. Understanding the relationships between grazing and sage-grouse habitat is vital as management decisions are made. This funding would provide dollars for research, outreach and education that will be leveraged to acquire non-FUR research dollars to study this important economic and environmental issue. This funding would also provide for a person, a communications and outreach assistant, to work directly on community and stakeholder communication, develop relevant written and web materials, video, organize workshops and educational opportunities as they directly relate to sage-grouse and grazing.

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Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

The College of Natural Resources is requesting \$82,500 in the Forest Utilization Research (FUR) budget to provide salary support, benefits and operating expenses (including base research dollars) for research, outreach and communication of Sage-grouse habitat issues, especially those related directly to rangeland grazing and having a direct impact on the economic stability of Idaho's natural resource and agricultural industries.

- 2. What resources are necessary to implement this request?**

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

The College of Natural Resources is requesting funds sufficient to salary and benefits support a full time communications assistant, pay grade 5.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

This position will be under the management of the college's Marketing and Communications Manager, thus providing management assets as well as technical assistance in developing materials and messaging.

- c. List any additional operating funds and capital items needed.**

This request asks for \$30,000 as base research funding, to be leveraged, as well as basic funding for development of outreach assets, including handouts, educational materials and videos.

- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

Not applicable.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request is directly impact the rangeland owners of the state. Faculty and students are also primary beneficiaries. Secondarily, all Idaho citizens will be affected by economic factors influenced by Sage-grouse habitat management decisions. If not funded, the College of Natural Resources will not have the capacity to engage stakeholders and conduct research at the level necessary to properly mitigate community and landowner concern and decision making with relevant research.

- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.**

BUSINESS AFFAIRS AND HUMAN RESOURCES
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This is our second priority, positioned under an unfunded request from FY16. This is a new position to address current economic and natural resource management issues in the state.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: Special Programs
 FUNCTION: Forest Utilization
 Research (FUR)

Agency No.: 516

FY 2017 Request

Function No.: 01

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Original Submission X
 or Revision No. ____

ACTIVITY: Strategic Initiatives

Activity No.:

A: Decision Unit No: 12.03		Title: FUR-Capital Equipment Request			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. CAT 305.5 compact excavator	\$88,500				\$88,500
TOTAL CAPITAL OUTLAY:	\$88,500				\$88,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$88,500				\$88,500

Supports institution/agency and Board strategic plans:

Goals of FUR include teaching and learning. The University of Idaho Experimental Forest is a classroom and workplace for the students in the College of Natural Resources. Here they get hands-on field experience learning and working in forestry as part of their undergraduate education. Providing industry-quality machinery is necessary to properly prepare students for employment. The request for a CAT 305.5 compact excavator with a brushing and stumping / reforestation head attachments provides three important functions for student forestry work:

1. **Reforestation** Clearing brush to successfully regenerate stands and difficult sites in the Forest Regeneration and Silviculture classes, and for research to improve reforestation.

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2. **Fire:** Piling slash and digging fireline for the FOR 427 Prescribed Burning Lab class, wildland fire research, and fire suppression on the UI-CNR Experimental Forest.

3. **Best Management Practices:** Improving roads, replacing culverts, and developing new Best Management Practices to protect water quality in forestry activities on the UI-CNR Experimental Forest.

Description:

The University of Idaho Experimental Forest has one tractor with a backhoe mounted, but it is no longer safe nor usable. The excavator used on the University of Idaho Experimental Forest is subcontracted, as are many other activities that require heavy machinery. To best serve our students and researchers and to manage the forest, it is most effective to build our own inventory of heavy machinery. Teaching current management techniques and logging systems require modern machinery on site. This hands-on education will help train professionals who will contribute to Idaho's forest products economy.

Questions:

1. **What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

The College of Natural Resources is requesting a one-time capital outlay of \$88,500 for equipment to aid in relevant and employable training, scholarly activity and on-site sustainability practices.

2. **What resources are necessary to implement this request?**

- a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

None

- b. **Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

N/A

- c. **List any additional operating funds and capital items needed.**

The request is for capital equipment in the form of an excavator.

3. **Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General**

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funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

N/A

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students and faculty of CNR directly benefit from this funding through the use of industry-standard equipment for the best training in proper reforestation techniques, site prep and road building and water quality management. Scholarly activity will be enhanced through use of industry-standard equipment. That activity, in turn, benefits the natural resource industry statewide through scientific discovery and tech transfer and applied forest management skills.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is priority three of three.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Special Programs	Agency No.: 516	FY 2017 Request
FUNCTION: Idaho Geological Survey	Function No.: 02	Page ___ of ___ Pages
ACTIVITY: Strategic Initiatives	Activity No.: 01	Original Submission <u>X</u> or Revision No. ___

A: Decision Unit No: 12.01		Title: Geologic Hazard Geologist Position - Landslide inventory and risk assessment and earthquake research program			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$65,000				\$65,000
2. Benefits	24,700				24,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$89,700				\$89,700
OPERATING EXPENDITURES by summary object:					
1. Travel	\$5,000				\$5,000
2. Software upgrades and maintenance	\$2,000				\$2,000
TOTAL OPERATING EXPENDITURES:	\$7,000				\$7,000
CAPITAL OUTLAY by summary object:					
1. PC and software	\$1,500				\$1,500
2. Photogrammetry workstation and NAIP photos	\$30,000				\$30,000
TOTAL CAPITAL OUTLAY:	\$31,500				\$31,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$128,200				\$128,200

Supports institution/agency and Board strategic plans:

This *GeoHazard Research Program* supports **Goal 1** of the IGS Strategic Plan:

OUTREACH AND ENGAGEMENT (SERVICE)

1) Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and

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*compliance with new revision of state documents requirements (Idaho Code 33-2505).
Maintain concentrated effort to collect and preserve valuable geologic data at risk.*

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements.

Performance Measure: Number of published reports on geology/hydrogeology/**geologic hazards**/mineral and energy resources.

Objective B: Build and deliver Web site products and develop user apps and search engines.

Performance Measure: Number of IGS web site viewers and products used/downloaded.

Description:

The Idaho Geological Survey (IGS) is requesting a total of \$128,175 (\$96,675 in recurring funds and 31,500 in one time funds) to recruit, hire, and provide key equipment for a Geologic Hazards Geologist. Landslides and earthquakes are a serious geologic hazard common to many states in the United States causing loss of life and significant damage to property each year. Landslides alone cause \$3.5 billion in property damage and kill 25 to 50 people each year in the United States, according to Geology.com. The Geologic Hazard Geologist will update, maintain, and provide to the public an inventory of geologic hazards in Idaho allowing business, governmental officials, and the public to more effectively understand and manage the risk associated with earthquakes and landslides. Details of this request are provided below.

The Idaho Geological Survey is the lead state agency charged with collecting, interpreting and disseminating geologic information and mineral resource data for Idaho. The Survey accomplishes its mission through research, service, and outreach activities, with an emphasis on the practical application of geology to benefit Idaho and economic development within the state.

The state of Idaho needs a sustained geohazards program to properly assess and monitor landslides and earthquake hazards in the state and make this information widely known. The 2014 Oso landslide in western Washington resulted in the loss of 43 people, the destruction of 49 homes and dammed a local river that resulted in widespread flooding and highway closures. Idaho shares similar geology and topography as western Washington and thousands of landslides are known to exist in Idaho. Idaho's existing landslide inventory has not been re-assessed or systematically evaluated in the last 24 years. New and recently discovered landslides should be properly inventoried and assigned a risk assessment value which could help reduce the loss of human life and help preserve the state's infrastructure.

We propose a one-time capital outlay of \$31,500 to acquire a workstation with complete statewide coverage of air photos from the National Agriculture Imagery Program. This

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approach permits a fairly rapid methodology to remotely identify landslides throughout the state and to provide recommendations for more detailed ground-based mapping projects that will lead to a comprehensive risk assessment of these hazards.

Landslides can be triggered by earthquakes resulting in a potential complex emergency management scenario due to the overlapping effects of both geologic hazards in the same general vicinity. For example, landslides triggered by an earthquake can move very quickly downslope and cause havoc to residents and infrastructure at the toe of the slope; whereas, an earthquake during the same event could potentially rupture natural gas transmission lines that result in multiple fires, topple electrical transmission towers, and cause significant structural damage to homes and buildings.

Idaho has several active fault systems which require ongoing seismic monitoring, continued maintenance and upgrade of seismic stations and routine analysis and earthquake risk assessments. Idaho lags behind other western states in performing detailed seismic analysis and earthquake risk assessments and lacks a state-funded seismic monitoring program. As a result, seismic monitoring in Idaho is not conducted with the same level of precision and accuracy as in surrounding states. Seismic monitoring and concurrent analysis has the potential to detect small earthquakes that may hold important clues about the nature and timing of potential larger events.

Geologic evidence shows that movement on faults in Idaho can potentially generate earthquakes with magnitudes as great as 7.5 with potentially catastrophic effects. The Challis area experienced a 4.9 Richter scale earthquake in January 2015 resulting in damage to home foundations and local rock falls were reported that blocked county roads and highways. This same fault structure trends southward toward Mackay and was responsible for the 1983 Borah Peak earthquake that registered 6.9 Richter scale and resulted in the deaths of two children in Challis due to falling masonry from buildings. Other regions in Idaho are also seismically active and warrant sustained monitoring, geologic risk assessment and public outreach to educate the citizens about these potential hazards.

The IGS presently lacks sufficient staff to conduct a sustained, state-wide geohazards program that focuses on landslides and earthquake hazards without jeopardizing existing geologic mapping efforts. The IGS is already obligated to conduct geologic mapping for the US Geological Survey in four regions of the state and also has mapping contracts with the Idaho Transportation Department and industry partners to help identify important economic resources of natural gas, liquid condensates and mineral resources.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request seeks funding for one permanent (new FTE) geologist position dedicated to landslide inventory and risk assessment, seismic monitoring and earthquake research. IGS appropriations were drastically reduced in FY10 and staffing levels for

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essential programs have been cut to below adequate levels for providing necessary services to the public and state government. The agency presently has only one geologist with expertise in geohazards related research such as landslides and earthquakes. This state-supported geologist is heavily involved in externally funded geologic mapping efforts in southeast and southwest Idaho, all of which are critical to fulfilling the IGS mandate. While we recognize sustained geohazard monitoring and risk assessments are both a public safety issue and a necessity to assist with the protection of the State's infrastructure, it is impossible to do so without additional staff.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Full-time state funding for a Senior Geologist (Geohazards) position at a salary of \$65,000. With anticipated approval of this request, we anticipate hiring a permanent, full-time, benefit-eligible Geohazards Geologist by August 2016.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Research Geologist, a current IGS employee whose salary is covered by state funds, will reduce his geologic mapping effort to devote 5 weeks/year to landslide and seismic and earthquake related responsibilities.

GIS Analyst and Data Manager, a current IGS employee whose salary is partially covered by state funds, will reduce his GIS management effort to devote 5 weeks/year to landslide and seismic monitoring, analysis and web delivery of pertinent information.

- c. List any additional operating funds and capital items needed.

- PC and geohazards software for the new Geohazards Geologist
- High-precision 3D photogrammetry workstation and state-wide digital, aerial images from existing National Agricultural Inspection Program (NAIP)
- Travel expenses in support of field work and outreach/education activities.
- Software and hardware upgrades and maintenance for photogrammetry and seismic monitoring workstation

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Personnel costs and travel are ongoing. Capital outlay is one time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

Idaho's infrastructure, particularly roads, railroads, and water canals, are susceptible to expensive landslide damage. Both landslides and earthquakes also have the potential for catastrophic losses that could result in the deaths of Idaho's

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citizens, potential isolation of communities whereby ingress and egress is restricted, damaged homes, and disruption of vital economic activities. Landslide risk in Idaho is increasing because of greater incidence of wildfires and relocation of human population centers and infrastructure to landslide-prone landscapes. Earthquake hazards are impossible to predict, but high precision monitoring and analysis of micro-seismic events can assist with the identification of active fault systems in the state. Precise locations of micro-seismic events that occur along the length of a fault plane are commonly used as an important measure of the potential magnitude of maximum failure on a given fault. Public awareness of micro-seismic activity and education about earthquake preparedness is an important responsibility the State has to its citizens.

Reduction of risks from both landslides and earthquake hazards begins with a comprehensive inventory of landslides and active fault systems in the state. The last statewide inventory of landslides was completed by the IGS in 1991 and it is out-of-date and lacks sufficient detail to assist with the protection of human life and infrastructure. The existing seismic network in Idaho is sparse and largely captures information associated with large events. Existing seismic monitoring of Idaho fault systems is largely done by a collaboration of neighboring states, the Idaho National Laboratory (INL) and the U.S. Geological Survey. More seismic monitoring stations are needed in strategic areas of Idaho to accurately record micro-seismic events that are too small to be felt by humans. These events are often an important indicator to document active fault systems at depth and these features could potentially pose a serious threat to the citizens of the state.

Beneficiaries of landslide and seismic monitoring and research will include county and municipal governments, state agencies (Idaho Bureau of Homeland Security, Idaho Transportation Department, The Idaho Department of Lands), and the public at large.

Impacts if funding not provided

The deadly Oso, Washington landslide disaster of March 22, 2014 underscored the need for accurate, up-to-date landslide inventories that are easily accessed and understood by the public and local jurisdictions. Sustained action over a period of years that reduces or eliminates the risk of landslide losses is needed and cost effective. As noted by the Idaho Bureau of Homeland Security “For every \$1 spent [on mitigation], \$4 in losses is prevented.....”

The existing seismic network in Idaho is sparsely distributed throughout the state and does not provide adequate statewide coverage to monitor micro-seismicity on all active fault systems. Idaho is one of few western states that do not employ a full-time dedicated person in state government devoted to the research, monitoring, analysis, risk assessment and data delivery of information from the State’s seismic network. The state currently relies on dissemination of seismic hazard information and earthquakes from the US Geological Survey, the Idaho

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National Laboratory and a consortium of surrounding state agencies. Idaho citizens and the State's infrastructure are vulnerable by not having adequate coverage of seismic monitoring stations and a thorough and ongoing analysis of earthquake hazards.

Routine dissemination and interpretation of seismic information and public outreach and education about earthquake prone areas in the state could be improved immensely with a full-time geoscientist. This approach will permit our state's representatives to access good scientific data and recommendations so that sound public policy and safe guards can be implemented.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This request was submitted and not funded for FY 2016 and remains the highest priority request for IGS.

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AGENCY: Special Programs
 FUNCTION: Idaho Geological Survey
 ACTIVITY: Strategic Initiatives

Agency No.: 516
 Function No.: 02
 Activity No.: 01

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A: Decision Unit No: 12.02		Title: GIS Analyst Position			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$60,000				\$60,000
2. Benefits	23,500				\$23,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$83,500				\$83,500
OPERATING EXPENDITURES by summary object:					
1. Software Training & Refresher Courses (two ESRI classes)	\$2,000				\$2,000
2. Travel Costs for Training	2,000				
TOTAL OPERATING EXPENDITURES:	\$4,000				\$4,000
CAPITAL OUTLAY by summary object:					
1. PC and software	\$2,900				\$2,900
TOTAL CAPITAL OUTLAY:	\$2,900				\$2,900
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$90,400				\$90,400

Supports institution/agency and Board strategic plans:

This GIS Analyst Position supports **Goal 1** of the IGS Strategic Plan:

OUTREACH AND ENGAGEMENT (SERVICE)

1) Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505). Maintain concentrated effort to collect and preserve valuable geologic data at risk.

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Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements.

Performance Measure: Number of published reports on geology/hydrogeology/geologic hazards/mineral and energy resources.

Objective B: Build and deliver Web site products and develop user apps and search engines.

Performance Measure: Number of IGS web site viewers and products used/downloaded.

Description:

The Idaho Geological Survey (IGS) is requesting a total of \$90,360 (\$87,500 in recurring funds and \$2,860 in one time funds) to recruit, hire, and provide key equipment for a Geographic Information System (GIS) Analyst. Over the past 5 years the IGS has experienced 76% increase in the number of downloaded products from the survey's web site. In addition the number of visitors to the website has increased by 111%. An additional GIS Analyst is need to ensure that IGS continues to provide timely and high quality digital geologic map data and products, geologic and technical reports, publications and geodatabases to local, state, and federal governmental entities, industry, and the public. Details of this request are provided below.

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic information and mineral resource data for Idaho. The Survey accomplishes its mission through geological research, mapping and resource identification, and outreach service activities, with an emphasis on the practical application of geology to benefit Idaho and economic development within the state. Information and services that IGS provides assists with providing a strong foundation for economic development of geologic commodities such as natural gas, condensates, metallic and industrial minerals and aggregates for road construction.

The IGS is requesting a GIS Analyst position due to an increasing demand by state and federal agencies, county agencies and local municipalities, industry, the Idaho legislature and the general public for digital geologic map data and products, geologic and technical reports, publications and geodatabases. Table 1 illustrates the sharp increase in both the number of visitors and download of digital products over the last five years from the IGS website. This demand for digital products and agency services through web delivery is projected to increase over time.

Table 1 Idaho Geological Survey Website

Fiscal Year	IGS downloads from agency website	IGS visitors to agency website
2010	75,217	205,519

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2014	132,454	434,076	
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Currently, the IGS employs one GIS Manager that provides digital mapping assistance for staff geologists in at all three IGS offices in Moscow, Boise and Pocatello. This manager is also responsible for completion and delivery of all finished geologic map products for grant deliverables, agency publications, database design and implementation, creation of web applications for data delivery through the agency website, securing and backup of all agency files and assistance to staff with computer hardware setup and software problems. In addition to providing data and information through the agency website, the IGS is also obligated to fulfilling GIS deliverables and map products to the U.S. Geological Survey, the Idaho Transportation Department and the Idaho Bureau of Homeland Security on a routine basis.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request seeks funding for one permanent (new FTE) GIS Analyst position to provide high quality geologic information for state and federal agencies, county agencies and local municipalities, industry, policy makers in the Idaho legislature and the public. IGS appropriations were drastically reduced in FY10 and staffing levels for essential programs have been cut to below adequate levels for providing necessary services to the public and state government. The IGS has only one GIS Analyst that serves three agency offices across Idaho. Due to increasing demands for digital geologic map products and delivery of geologic information through web applications these critical services are in jeopardy due to inadequate staffing levels at the IGS. While we recognize dissemination of geologic information is a critical part of the agencies mission for the orderly development and stewardship of the state's resources, it is impossible to provide increasing amounts of geologic data and information over time without additional staff.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Full-time state funding for a GIS analyst position at a salary of \$60,000. With anticipated approval of this request, we anticipate hiring a permanent, full-time, benefit-eligible GIS Analyst by August 2016.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The GIS Manager, a current IGS employee whose salary is covered by state funds, will provide "in house" training and supervision for the new GIS Analyst to ensure that increasing public demands for geologic information is made available through the IGS website. The GIS Manager will also provide "in house" training for the GIS Analyst to ensure that grant deliverable geologic map products and reports are

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provided to state and federal agencies and industry partners for review and analysis in a timely manner.

- c. List any additional operating funds and capital items needed.
- PC and software for the new GIS Analyst
 - Travel expenses in support of annual GIS training for ESRI software updates

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Personnel costs and travel are ongoing. Capital outlay is one time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded, who and what are impacted?

The general public, state and federal agencies, county agencies and local municipalities, industry and policy makers in the Idaho legislature are all served by this request. Sound and unbiased geologic information about the state's geologic resources provides the foundation for economic development and growth in the state. From a public safety perspective, the IGS also provides limited information and analysis on geohazards such as landslides and earthquakes in Idaho. In order to provide increasing amounts of geohazard data and risk assessment information for Idaho's citizens an additional GIS staff person will be required to assist with the dissemination of information from staff geologists.

Beneficiaries of high quality geologic data and GIS products include county and municipal governments, state agencies (Idaho Bureau of Homeland Security, Idaho Transportation Department, The Idaho Department of Lands), federal agencies (US Geological Survey and Department of Energy) and the public at large.

Impacts if funding not provided

If funding is not provided and demand for geologic data and services continues to increase over time as projected, then a "short-fall" of geologic information to the public is inevitable. High quality and unbiased scientific information from the IGS is routinely provided to Idaho legislators to assist with policy decisions and to provide direction for economic development and protection of the state's resources. Yet in other circumstances, Idaho citizens may need timely and accurate geologic information to assist with placement of a water well, mineral rights and commodity questions or information about earthquakes and landslide hazards which could threaten life and property. These are but a few examples of public demand for geologic information that

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our agency should be delivering on a continual basis. We know how to analyze and deliver the data, but we do need adequate staffing to get the job done.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a new request and is the second priority of IGS.

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AGENCY: Special Programs
 FUNCTION: Scholarships and Grants
 ACTIVITY:

Agency No.: 516
 Function No.: 03
 Activity No.:

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 Revision No. ___

A: Decision Unit No: 12.01		Title: Opportunity Scholarship			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	\$5,000,000				\$5,000,000
LUMP SUM:					
GRAND TOTAL	\$5,000,000				\$5,000,000

Supports institution/agency and Board strategic plans:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Performance Measures:

- Annual number of state funded scholarships awarded and total dollar amount.
 - **Benchmark:** 20,000, \$16M
- Amount of need-based aid per student.
 - Benchmark:** undergraduate FTE WICHE Average

Description:

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The Opportunity Scholarship is Idaho's signature hybrid scholarship which factors awards based on merit and need. It is designed on a shared responsibility model with state dollars being the "last dollars". This means that a student must apply for federal aid, have a self or family contribution element before they would be eligible for the Opportunity Scholarship. In FY07 and FY08, the initial years of this program, \$20 million dollars was put into an endowment fund and \$1.925 million was designated to fund scholarships for the 2007-2008 and 2008-2009 academic years. As a result of the economic downturn during fiscal years 2010 - 2012, funds were not available to augment the endowment nor fund the ongoing scholarships. However, the Board was permitted to use the earnings from the endowment and \$1,000,000 from the corpus in those years. This allowed us to fund qualifying renewals, but new awards were limited. In FY13, the discontinuance of the federal LEAP and SLEAP scholarships freed up the state match of \$550,800 in state General Fund dollars which was reallocated to the Opportunity Scholarship. This amount combined with \$449,200 from the corpus provided a total of \$1,000,000 available for scholarships.

In FY14, Senate Bill 1027 consolidated several existing scholarships into a reconstituted Opportunity Scholarship resulting in \$1,045,800 set aside for scholarships out of the General Fund with no planned reductions to the corpus. For FY15, there was a consolidation of most scholarship funding into the Opportunity Scholarship program resulting in a total of \$5,044,800. As of June 1, 2015, there were 4,069 eligible applicants for FY16 awards. If each of those students were to receive the maximum award of amount of \$3,000 it would cost \$12.2M. There is only enough funding for approximately 1,680 students (assuming each student received the maximum \$3,000 award). As a reference point, in FY15 the average award amount was \$2,740.

This request is for \$5,000,000 from the state General Fund will leave the amount at \$3,000 per student for FY 2017. This would provide funding for \$3,000 awards 1,825 new scholarships and enough funding for an expected rate of 55% renewals for returning students.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

\$5,000,000 is requested to bring the total General Fund Opportunity Scholarship to \$10,044,800 in order to award over 1,600 new scholarships.

2. What resources are necessary to implement this request?

No additional resources are required as current staffing levels are sufficient.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

\$5,000,000 in ongoing General Funds

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4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The State Board of Education has set an ambitious goal that 60% of Idahoans ages 25-34 will have a college degree or certificate by the year 2020. It is estimated that postsecondary education attainment for this adult population is approximately 41% in Idaho. One of the key drivers for meeting this goal is access. The Opportunity Scholarship is Idaho's primary scholarship for helping students afford a postsecondary education.

The value of a four-year degree is at an all-time high. The wage premium for employees with a college degree has grown significantly over the last thirty years and is higher than at any time in the past 70 years. Thus, if this request is not funded, not only could it impact the earning power of thousands of Idahoans, it will also ultimately impact the state's tax base.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2017 Request

FUNCTION: OSBE Administration

Function No.: 02

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ACTIVITY: Board approved category

Activity No.:

Original Submission X or

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A: Decision Unit No: 12.01		Title: Human Resource Specialist			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	51,300				51,300
2. Benefits	16,900				16,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	68,200				68,200
OPERATING EXPENDITURES by summary object:					
1. Training & Travel	3,000				3,000
TOTAL OPERATING EXPENDITURES:	3,000				3,000
CAPITAL OUTLAY by summary object:					
1. Computer & Monitor	1,000				1,000
TOTAL CAPITAL OUTLAY:	1,000				1,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	72,200				72,200

Description:

The Office of the State Board of Education (OSBE) is comprised of 25.75 FTEs (only three of which are classified positions). A HR Specialist position would meet a critical unmet need of having a trained professional serve as the primary administrative support for human resource functions. Duties would include:

- Manage recruitment, hiring and orientation of new staff
- Manage employee benefits administration
- Manage annual employee performance evaluations
- Coordinate and conduct and HR training
- Advise management on HR issues and problems
- Manage the Board's defined contribution retirement plans

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OSBE would like to job share this position with the Division of Professional-Technical Education (PTE), which also lacks a trained position dedicated to handling HR matters.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Office of the State Board of Education (OSBE) is requesting 1.0 FTE in the form of a Human Resource Specialist position. Currently, OSBE's chief financial officer also manages human resources on the side for the office. This is a very time-consuming activity which diverts attention away from other pressing management responsibilities. In order to spread the workload, fiscal staff and the executive director's executive assistant also assist with recruitment activities on an ad hoc basis. This is an inefficient use of time for these staff and takes them away from their primary job responsibilities.

As referenced above, this position would be housed in OSBE but shared with PTE because PTE has no HR staff either. Currently, PTE provides IT help desk support for OSBE at no cost, because OSBE has no dedicated IT support staff. This request would reciprocate this cost-sharing arrangement by providing HR support at no cost to PTE. OSBE and PTE believe this is a fiscally prudent and appropriate approach to meet a pressing need for HR expertise and support in both agencies.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
Human Resource Specialist (1 FTE), Pay Grade K, full-time, non-classified, benefit eligible, hire date: July 1, 2016

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing human resources are currently being redirected on an ad hoc basis to address this unmet need. Currently OSBE's chief financial officer also has a HR officer responsibility. Likewise, PTE has divvied up the HR responsibilities among several of its staff. If this position were approved and funded, existing operations and staff morale would be greatly impacted because it would allow current agency staff to spend 100% of their time on their primary duties and responsibilities.

- c. List any additional operating funds and capital items needed.

\$3,000 for training and travel; \$1,000 for a computer & monitor

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3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$71,200 ongoing

\$1,000 one-time

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The agencies of OSBE and PTE (with a combined FTE of almost 60) would be served by this request. In addition, all public postsecondary institutions would benefit because the Board sponsors and administers three separate defined contribution plans for institution employees. The OSBE CFO is the designated plan administrator for these retirement plans, but this activity needs and deserves someone who can dedicate more time and expertise to plan management.

If the position is not funded, both agencies will continue to rely internally on their own staff to pick up HR responsibilities on an as needed basis. This is an inefficient use of resources, creates moral problems due to limited new employee orientation and employee development, and carries some risk of exposure to the state when untrained staff are handling sensitive personnel matters.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Not Applicable

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2017 Request

FUNCTION:

Function No.: 02

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ACTIVITY: Board approved category

Activity No.:

Original Submission X or

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A: Decision Unit No: 12.02		Title: Teacher Effectiveness Pgm Mgr			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$60,000				\$60,000
2. Benefits	19,800				19,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$79,800				\$79,800
OPERATING EXPENDITURES by summary object:					
1. Office Equipment (PC/Phone)	\$2,000				\$2,000
2. Misc Office Supplies/Use	1,000				1,000
3. Travel Expenses	2,000				2,000
TOTAL OPERATING EXPENDITURES:	\$5,000				\$5,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$84,800				\$84,800

Supports institution/agency and Board strategic plans:

This request supports the following areas in the State Board of Education's Strategic Plan:

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective D: Quality Education – Deliver quality programs that *foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.*

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Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
Benchmark: ACT – 24
Benchmark: SAT – 1500
- Percent of elementary and secondary schools rated as four star schools or above.
Benchmark: 100%
- Percent of students meeting college readiness benchmark on SAT in Mathematics.
Benchmark: 60%
- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

- SAT/ACT scores of students in public institution teacher training programs.
Benchmark: ACT – 24
Benchmark: SAT – 1500
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
Benchmark: 90%

Description:

This request is to create a position within the Office of the State Board of Education who will focus on K-12 Teacher Effectiveness in the state. Research has identified teachers as the number one contributors to whether or not a student is successful in their education career. In Idaho the effectiveness of our teachers is impacted by the quality of the teacher preparation programs they graduate from, our certification requirements, and the ongoing professional development and other resources provided to them once they are in the classroom. The State Board of Education not only sets the standards for all Idaho teacher preparation programs, but also approves those programs and sets the review and accountability requirements for them. The State is also responsible for establishing the certification requirements, and approves additional programs at our public universities that provide professional development and curriculum resources for our practicing teachers. To accomplish the oversight of this work a full time position needed. This position would work with the approved teacher preparations programs to assure we have the best programs available as well as work with the Department of Education's staff who

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process applications for teacher certification and work with the Professional Standards Commission.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Board is requesting one FTP and associated operating costs to provide additional resources and oversight towards the end of improving the effectiveness of the teachers in our public school system. New data available regarding our public school system and the performance of our students makes it increasingly critical that we takes steps now to improve the effectiveness of our new as well as existing teachers in our states K-12 system. To accomplish this will take these additional resources.

1. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
Teacher Effectiveness Program Manager (1 FTE), Pay Grade N, full-time, non-classified, benefit eligible, hire date: July 1, 2016
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
We currently have one position that must cover these responsibilities as well as K-12 Accountability Issues, public school data security and strategic planning issues, STEM education initiatives and other K-12 Projects. A new position would allow us to split the duties of this current position so that all of the various areas can be given the attention they require.
 - c. List any additional operating funds and capital items needed.
The new position would require a computer as well as general office supplies and travel expenses.
2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.). Source of funds would be on-going General Funds.
3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
This position would provide the needed oversight and coordination of our teacher preparation programs, teacher certification requirements, and available professional development being offered by our public institutions. In doing so it would serve all of our teacher candidates going through the teacher preparation programs, existing teachers and administrators, and all of the students and parents they serve. Should the position not be funded we risk increasing the time it takes to improve the effectiveness of teachers serving our students.

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4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
Not applicable.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education
 FUNCTION: OSBE Administration
 ACTIVITY: Board approved category

Agency No.: 501
 Function No.: 02
 Activity No.:

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A: Decision Unit No: 12.03		Title: SLDS Analyst position			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	70,000				70,000
2. Benefits	23,100				23,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	93,100				93,100
OPERATING EXPENDITURES by summary object:					
1. Training & Travel	2,000				2,000
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. Computer	1,500				1,500
TOTAL CAPITAL OUTLAY:	1,500				1,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	96,600				96,600

Supports institution/agency and Board strategic plans:

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.

Description:

Idaho is in the process of implementing a P-20 to Workforce Statewide Longitudinal Data System (P-20W SLDS). The K-12 SLDS started collecting data in October 2010. The database for collecting postsecondary data was developed in the fall of 2011. Idaho is

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now in the process of loading postsecondary data against the data elements approved by the Data Management Council.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Office of the State Board of Education (OSBE) is requesting 1.0 FTE in the form of a SLDS Analyst position. For the past 2 ½ years OSBE has contracted with Boise State University (BSU) to provide an analyst on loan to perform SLDS analytics, including but not limited to:

- Working with the postsecondary institutions to address data issues with Extract, Transform, and Load (ETL) process
 - o Resolve data issues
 - o Determine ETL changes to improve data accuracy
 - o Determine missing lookup data
 - o Document system changes necessary to correctly load submitted files
 - o Specify program modifications to improve load process
 - o Obtain final approval on each data load
 - o Write SQL code and modify stored procedures as necessary
 - o Develop SQL Services Reporting Services reports
- Obtain and load additional data to populate lookup tables and provide reporting variables.
- Perform initial data loads.
- Create a change management process to address agreements, policies, etc.
- Work with the Data Management Council to create and document processes and procedures for managing SLDS data and data requests.
- Participate in the design of reports and the extraction of aggregate data.
- Manage the online data dictionary and ensure that all data elements, business rules, and collections are loaded and maintained.

Work continues on building-out the SLDS, and OSBE management has determined that for purposes of project management and continuity it would be preferable to simply build a SLDS analyst position into the base budget.

2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

SLDS Analyst (1 FTE), Pay Grade M, full-time, non-classified, benefit eligible, hire date: July 1, 2016

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The incumbent on-loan employee would be transferred into this position.

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- c. List any additional operating funds and capital items needed.
\$2,000 for training and travel

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

On-going General Funds. This position is currently being funded from the College & Universities Systemwide Needs. This funding could be transferred to the OSBE budget for a net zero fiscal impact to the General Fund.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This position is critical to the SLDS ETL process. There are no other internal resources available to perform this work. Without this position we would need to continue to work through an on-loan arrangement or engage a contractor (at a greatly increased cost). The current SLDS staff of one does not have the time available to perform these functions.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Not Applicable

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho Public Television
 FUNCTION: Idaho Public Television
 ACTIVITY: N/A

Agency No.: 520
 Function No.: 01
 Activity No.: N/A

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A: Decision Unit No: 12.01		Title: Personnel Sustainability			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.0	(6.0)	0	0	0.0
PART-TIME POSITIONS (FTE)		3.78			3.78
PERSONNEL COSTS					
1. Salaries	300,500	(300,500)			0
2. Benefits	133,300	(133,300)			0
3. From Group Positions		(135,100)			(135,100)
To P/T Classified (No Net \$; FTE Only)		135,100			135,100
TOTAL PERSONNEL COSTS	433,800	(433,800)	0	0	0
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES	0	0	0	0	0
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY	0	0	0	0	0
T/B PAYMENTS					
LUMP SUM					
GRAND TOTAL	433,800	(433,800)	0	0	0

Supports institution/agency and Board strategic plans:

Description:

All existing labor is required to fulfill IdahoPTV's mission and performance measures under the State Board of Education.

Fund Shift – (Priority 1)

This fund shift works to ensure the sustainability of the statewide delivery system that provides a broadcast signal to nearly all regions of the entire state through highly effective funding of administrative and maintenance labor. This request shifts funding and FTPs of existing labor from dedicated funds to the general fund.

Temporary Appointment to Classified Part-Time (non-benefited) Positions – (Priority 2)

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IdahoPTV does not currently have any classified part-time positions. This portion of the request converts existing non-benefited temporary appointment positions to non-benefited classified positions to comply with definition of statute 67-5302(33) as these positions should be considered "permanent in nature." This request does not require additional funding as it is a zero sum within the dedicated fund. However, it does require nine non-benefited part-time, .42 each, classified positions (or 3.78 total FTE).

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Both priorities within this request restructure existing personnel costs. Priority 1 includes a fund shift of existing FTPs. Priority 2 requests nine, .42 each, classified positions (or 3.78 total FTE). All funds are currently included in the base in total.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.

See attached schedule (DFM Template) for details by fund.

This request impacts personnel costs only. No operating or capital expenditures exist with this line item.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

These personnel costs and requested part-time classified positions are ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request maintains existing operations and level of service to residents of Idaho. As personnel costs have continued to increase (PERSI, health premiums and CEC), there is a direct impact to operational funding in the absence of new sources of revenue. At the same time, operational expenses continue to increase. These trends continue to widen the gap from a sustainable level of operations.

Fund Shift – (Priority 1)

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This helps ensure the sustainability of the administration and maintenance of the statewide delivery service that provides educational content to nearly every household in Idaho. Dedicated funds are less predictable, are not increasing, and cannot sufficiently provide for ongoing personnel cost increases.

Temporary Appointment to Part-Time Classified Positions – (Priority 2)

This is to comply with statute within the dedicated fund.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

DFM Template with position details by fund is attached.

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AGENCY: Office of the State Board of Education
 FUNCTION: Vocational Rehabilitation
 ACTIVITY: Basic Grant

Agency No.: 523
 Function No.: 02
 Activity No.: 02

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A: Decision Unit No: 12.01		Title: Additional Grant and Match Funds			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$270,600		\$1,000,000		\$1,270,600
LUMP SUM:					
GRAND TOTAL	\$270,600		\$1,000,000		\$1,270,600

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

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Description:

Vocational Rehabilitation (VR) is requesting an additional \$270,600 in State funds and \$1,000,000 in Federal funds to have a sufficient amount of funds available to pay for assessment, training, tools, education, supplies, transportation, medical and other items to assist youth with disabilities prepare for and/or secure employment. VR is a ticket to self-sufficiency for Idahoans with disabilities. It is not another welfare program. VR services for eligible Idahoans with disabilities are the enabling tools to transition from unemployment to gainful employment; from dependence to independence. For Federal fiscal year 2014, 83% of VR customers who achieved or maintained employment reported their wages as their primary means of support instead of depending on public support and family support. Not only does an investment in VR reduce the amount of public support required, it also returns funds to the State of Idaho. Based on Federal Fiscal Year 2014 data it is estimated that a State investment of \$270,600 will return over \$800,000 in direct sales tax to the State. In addition, it will increase Idaho's other taxes, such as income and gas tax, and reduce the amount of public assistance to those individuals served. This is a good investment for Idaho and unlike many other government programs it returns more dollars than are invested by the State.

The addition of \$1,270,600 in appropriations will allow Idaho to capture all of the funds allotted to it by the Federal Government. Without the State General Fund match of \$270,600, Idaho will lose \$1,000,000 in Federal funds set aside for Idaho. It will also allow VR to help more Idahoans with disabilities move into the workforce. The emphasis will be on helping students with disabilities transition into the workforce, which will provide the biggest benefit to Idaho. Currently the average age of a VR customer is 38 and ½. Involving those with disabilities at a younger age means that independence for those with disabilities will start earlier and reduce the amount of public assistance needed by them. Transitioning students to the workforce has an even bigger return on investment to the State of Idaho than mentioned above. The additional funds not only assist those in need, but also has a great return on investment for Idaho.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

IDVR is requesting additional Federal funds to be able to meet the requirements of the Federal vocational rehabilitation program. Without this increase the Division may not be able to meet the current requirements of the Vocational Rehabilitation program. If that was the case then IDVR would need to adjust how the program operates in Idaho and would not be able to serve all those who need service.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

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None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

None

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

VR has not been using all of the Federal funds allocated to the State. The \$270,600 in General Fund appropriations will allow Idaho to capture an additional \$1 million of Federal Funds. Idaho has been remitting a portion of its allotment to other states in past years. This will allow Idaho to invest its full Federal allotment of over \$16 million in Idaho; where Idaho will receive a return on the investment. The grant funds are ongoing in subsequent years.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will allow VR to continue to serve all of our customers without limiting available services. It will also allow Idaho to invest its share of this Federal grant in Idaho, where it has been returning in excess of \$3 in sales tax alone for every \$1 invested by the State.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Office of the State Board of Education
FUNCTION: Extended Employment
Services

Agency No.: 523

FY 2017 Request

Function No.: 05

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ACTIVITY:

Activity No.:

A: Decision Unit No: 12.02		Additional Extended Employment			Priority Ranking 2 of 3
	Title: Program Funds				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$340,000				\$340,000
LUMP SUM:					
GRAND TOTAL	\$340,000				\$340,000

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To assist the agency in meeting the demand for services under the Extended Employment Services Program.

Performance Measure: Increase the number of customers being served in employment and training through the Extended Employment Services Program.

Description:

Vocational Rehabilitation (VR) is requesting an additional \$340,000 in General Fund appropriations for the Extended Employment Services (EES) program. Idahoans with

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significant disabilities are some of the State's most vulnerable citizens. The EES program provides people with most significant disabilities employment opportunities in both non-integrated settings or with a competitive job in the community. This amount of additional funding would restore appropriations for Trustee & Benefits payments (T&B) back to 90% of the program's 2009 T&B appropriation level. As the EES program is a commitment to long-term services, when a client is eligible and approved for EES funding, the State is obligating support to the client for the long-term. In most instances these services are required for a considerable number of years, and in some instances for the entire working lifetime of the individual. Without an increase in funding, almost all current Trust and Benefit funds are being spent on maintaining those we have already committed to funding during previous years. The waiting list continues to grow with new clients. Currently, individuals can be on the wait list anywhere from 4 to 5 years. Without additional funding, current clients on the waiting list will be asked to continue to wait for much needed job training and placement services. Currently the wait list is over 300 people.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

IDVR is requesting that the EES program funding be increased to 90% of the FY 2009 level. The increase funding will reduce the number of Idahoans with significant disabilities waiting for service.

2. What resources are necessary to implement this request?

d. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

e. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

f. List any additional operating funds and capital items needed.

None

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This is a request for ongoing additional EES program T&B funds to directly benefit those with most significant disabilities. The funding is 100% from the General Fund for this program. There is no additional revenue associated with this request.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

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This request will enable employment supports for Idaho's most severely disabled citizens. At the current level of funding, all new clients are being placed on long term waiting list. This proposal will enable EES to once again begin serving new clients.

The impact is statewide. Idaho benefits when the unemployed go to work and become taxpayers and contributors to the State's economy. Without additional funds fewer Idahoans with disabilities will be able to obtain employment.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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AGENCY: Idaho State Council for the Deaf and Hard of Hearing (CDHH)

FUNCTION: CDHH Administration

ACTIVITY: CDHH

Agency No.: 523

Function No.: 01

Activity No.:

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A: Decision Unit No: 12.03		Title: Communication/Outreach			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$52,300				\$52,300
2. Benefits	22,700				22,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$75,000				\$75,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$2,300				\$2,300
2. Communication Accommodations	10,000				10,000
3. Cell phone	1,200				1,200
4. Office lease	2,400				2,400
TOTAL OPERATING EXPENDITURES:	\$15,900				\$15,900
CAPITAL OUTLAY by summary object:					
1. PC and workstation set-up	\$3,400				\$3,400
TOTAL CAPITAL OUTLAY:	\$3,400				\$3,400
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$94,300				\$94,300

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Council for the Deaf and Hard of Hearing is requesting one (1) additional Full Time Employee (FTE) identified as Communication and Outreach Coordinator. The Council for the Deaf and Hard of Hearing is a unique state agency following its mission of being "*Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.*" Using the formula of 13% provided

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by the Gallaudet Research Institute, an estimated 203,785 people in Idaho have hearing loss:

Total Idaho Population	1,567,582
Total Hearing Loss	203,785 (13%)
Severe Hearing Loss	34,486 (2.2%)
Profound Hearing Loss (deaf)	3,448 (.22%)

Currently, there are only **2** FTE's working for the Council, the Executive Director and an Administrative Assistant. With the establishment of Idaho Sound Beginnings (newborn hearing screening) children who have hearing loss are being identified earlier, baby-boomers are increasing and veterans are returning to civilian life. The aforementioned causes the need for an additional staff member to provide specific functions for the Council. The role of the Communication and Outreach Coordinator would be to increase awareness of the Council's role, services and programs throughout the state of Idaho. Strategies may include developing collaborations with community organizations, staffing exhibit tables at expos, providing training sessions, developing and disseminating information and resources, and managing external and internal communications.

One-time funds for initial office set up as desk, chair, desktop/laptop computers, monitors, warranties, and docking station is also being requested.

A one-time fund for a new laptop replacement as the current laptop is 5 years old and has shown limited functionality.

Currently there is no agency staffing for this position and no funding by source is in the base.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The title of this position is: Communications and Outreach Coordinator

Pay Grade: K

Full Time Status

Full Benefits

Anticipated Date of Hire: July 1, 2017

Terms of Service: NA

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing Human Resources would be redirected to hire candidate. If this position were approved and funded, it would allow the two current staff members to spend 100% of their time on their assigned duties.

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Currently the Executive Director and Administrative Assistant are the only staff involved in providing information, workshops, presentations, and everyday operations of the Council. This position would relieve some of the burdens of the current staff to provide the necessary services dictated by Idaho Code Chapter 13, Title 33

- c. List any additional operating funds and capital items needed.

Additional operating funds:

Office lease \$200/mo	\$2,400.00 annually
Cell Phone	\$1,200.00 annually
Overnight travel ~ 10 x ~ 80	\$ 800.00 annually
Per Diem ~ 20 x 33.00	\$ 660.00 annually
Flights ~ 2 @ \$400	\$ 800.00 annually
Communication/accommodation svcs	\$10,000.00 annually

TOTAL Additional Operating Funds \$15,860.00

Capital Items

Desk	\$740.00
Chair	\$570.00
Desktop	\$650.00
Desktop Warranty	\$ 60.00
Laptop	\$970.00
Laptop Warranty	\$100.00
Docking Station	\$160.00
Monitors	\$156.00 Each
Laptop Replacement	\$1,400

Total Capital Funds \$4,806.00

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Ongoing request	\$ 90,935
One Time request	\$ 4,800.00

All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There are no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

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If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 203,785 deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

It has been over 24 years, since the inception of the Council, without any significant increase in FTE that serves the constituents and/or stakeholders directly. For the past two decade the deaf and hard of hearing population grew and assimilated much more deeply into the society more than ever before which demands more information and resources. The current staff finds it very difficult meeting the growing demands.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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SUBJECT

FY 2017 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is staffed by the Division of Public Works (DPW), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition.

The annual capital project funding request process begins with DPW issuing a letter to agencies and institutions each spring requesting that they submit their project funding needs. DPW staff works with the agencies and institutions over the summer months to finalize requests. The State Board of Education also concurrently reviews and makes recommendations on major capital projects to PBFAC. DPW staff produces a fiscal year request notebook provided to PBFAC in early September. Agencies and institutions present their requests to PBFAC in early October. PBFAC reviews DPW staff funding recommendations and takes action on them at its November business meeting. Between the October and November PBFAC meetings, DPW staff reviews the agency presentations and consults with agencies and institutions to clarify issues. DPW staff then goes through a process of deciding which projects should be funded and what the Permanent Building Fund (PBF) allocations should be for each requesting agency and institution. Also, in the month of October, the Division of Financial Management (DFM) informs DPW of the anticipated revenue amount for the fiscal year's funding. This sum is the basis for DPW staff's allocation recommendations which are presented to PBFAC at its November meeting. Following PBFAC's review and approval of its funding recommendations for the next fiscal year, DPW staff forwards those recommendations to DFM and the Legislative Services Office for inclusion in their respective budget publications. The Governor makes a recommendation regarding major capital projects to the Legislature. The Legislature appropriates funds to DPW for specific major capital projects and funding for general alterations and repairs, and other projects statewide.

Occasionally in the past the Board has not chosen to prioritize or recommend new capital facilities to the PBFAC, but instead recommended that all funding efforts be directed primarily toward alterations & repairs, asbestos abatement, and other non-major capital items. Deferred maintenance is another critical need of the institutions, the only state funding for which is through the PBF as non-major capital items.

Institutions and agencies have prepared and submitted their FY 2017 capital budget requests to the Board office and DPW, as shown on Page 5.

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IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's recommendation based upon the priorities indicated (if any) at the Board's discretion.

Board Policy V.K. requires institutions and agencies to bring their six-year capital construction plan to the Board for review and approval at its regularly scheduled August meeting. The plan must span six fiscal years going forward starting at the fiscal year next. The plan only includes capital projects for which the cost is estimated to exceed one million dollars (\$1,000,000) without regard to the source of funding. Board approval of a plan will constitute notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in their approved plan. The six-year capital construction plans are included in this agenda item for Board approval.

ATTACHMENTS

Attachment 1-FY17 Major Capital Request Summary	Page 5
Attachment 2-Boise State University Six-year Plan	Page 7
Attachment 3-Idaho State University Six-year Plan	Page 8
Attachment 4-University of Idaho Six-year Plan	Page 9
Attachment 5-Lewis-Clark State College Six-year Plan	Page 11
Attachment 6-Eastern Idaho Technical College Six-year Plan	Page 12
Attachment 7-Capital Project Summaries for agencies & institutions	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2016 institution request list. The project descriptions are prepared by the institutions.

The Board may recommend some or all of the projects to PBFAC for consideration at its October 2015 meeting, or recommend no major capital funding for FY 2017 and have PBFAC concentrate on deferred maintenance, alterations and repairs, and other non-major capital projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked in subsequent years.

Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2017.

Last year PBFAC recommended funding \$2,500,000 for Boise State University's (BSU) project as the first half of the state contribution for the total \$5,000,000 request. This was the amount appropriated by the Legislature for FY 2016, so BSU is requesting the second half for FY 2017.

ISU's first priority project is for "completion" of its Meridian campus build-out in order to accommodate planned health clinic and academic program expansion. The project contemplates two phases over fiscal years 2017 and 2018. The first phase of funding

BUSINESS AFFAIRS AND HUMAN RESOURCES
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would be for the expansion of the Doctor of Physical Therapy (DPT) program by fall 2017. This proposed expansion is planned for AY2017-18 so the program proposal is not expected until next year. ISU noted in its Five Year Program plan that the anticipated source of funding would be a combination of new budget request, professional fees, and grants. In terms of program review and approval process for this expansion, consistent with Board policy III.G., it will be reviewed by the Council on Academic Affairs and Programs (CAAP) and then on to the Instruction, Research, and Student Affairs Committee (IRSA) and the full Board for approval. Note: the proposed DPT space would be shared with the Master of Occupational Therapy (MOT) program by fall 2018. MOT is also on ISU's Five Year Program plan. In phase two, ISU would like to expand its Bachelor of Science in Dental Hygiene program with anticipated implementation also for AY2017-18. ISU noted in its Five Year Program plan that this program would be a new budget request. In terms of program review and approval process for this program, consistent with Board policy III.G., the Executive Director can approve this expansion if the financial impact is below the \$250,000/year threshold. CAAP will have the opportunity to review the proposal and provide a recommendation. If the impact is above the \$250,000/year threshold, it would go to IRSA and then the Board for approval. Staff provides this background so the Board understands that the capital project request has a parallel academic program process that needs to be taken into consideration.

The community colleges' projects and six-year capital construction plans are not included because those projects are approved by their local boards. However, staff does make one project-specific observation regarding College of Western Idaho's (CWI) request for funding for a student union building. Board policy V.B.4 provides that "All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs." CWI has excluded auxiliary space in their capital budget request.

BOARD ACTION

I move to recommend to the Permanent Building Fund Advisory Council the major capital projects on page 5 for consideration in the FY 2017 budget process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2017 budget process.

1. _____
2. _____
3. _____
4. _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to recommend no major capital funding for FY 2017 and have the Permanent Building Fund Advisory Council concentrate upon Alterations and Repairs and other non-major projects.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the six-year capital construction plans for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

**State Board of Education
FY17 Major Capital Request Summary
(\$ in thousands)**

Board	Priority	Institution/Agency & Project	Detail Page	Total Project Cost		FY 2017 Request
				Perm. Building Fund	Total Funds	
		Boise State University				
1	1	Fine Arts Building	13	5,000.0	35,000.0	2,500.0
2	2	Center for Materials Science	17	10,000.0	50,000.0	10,000.0
		Idaho State University				
4	1	ISU Meridian, Campus Build-out	21	5,521.5	6,251.5	2,760.8
5	2	Eli Oboler Library, replace HVAC and duct work	26	6,000.0	6,000.0	6,000.0
6	3	Graveley Hall, upgrade heating and cooling system	28	2,875.0	2,875.0	2,875.0
7	4	Beckley Nursing Asbestos Mitigation, ceiling/lights	30	1,700.0	1,700.0	1,700.0
8	5	Frazier Hall, renovate dressing rooms & green room	32	1,300.0	1,300.0	1,300.0
9	6	Voc. Arts Build: HVAC, Fire Alarms, ADA elevator/restroom	34	1,745.8	1,745.8	1,745.8
10		University of Idaho				
11	1	Research and Classroom Facility	37	4,000.0	24,000.0	4,000.0
12		Lewis-Clark State College				
13	1	Living and Learning Complex	45	650.0	6,250.0	650.0
14	2	Automotive Technology Facility Expansion	47	2,000.0	2,500.0	2,000.0
15		College of Western Idaho				
16	1	Health Sciences Building	49	34,840.0	34,840.0	34,840.0
17	2	Student Center Building	50	21,000.0	45,000.0	21,000.0
18		Total		\$ 96,632.3	\$ 217,462.3	\$ 91,371.6
19						
20						

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**SIX YEAR CAPITAL IMPROVEMENT PLAN
FY 2017 THROUGH FY 2022**

(\$ in 000's)

Institution: Boise State University

Project Title	Est. Cost	Prev. Fund.	FY2017			FY2018			FY2019			FY2020			FY2021			FY2022		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Alumni Center (comprehensive campaign) - In Construction	12,000	12,000																		
City Center Plaza - Tenant Improvements	2,000			2,000	2,000															
Fine Arts Building	35,000	2,500	2,500	32,500	35,000															
New Student Housing (Honors Live/Learn Community) - Public/Private Partnership	40,000			40,000	40,000															
Renovate Towers Dormitories for Office Space	2,000			200	200		1,800	1,800												
Center for Materials Research (2nd of 4 building science complex)	50,000		10,000	10,000	20,000		30,000	30,000												
Science Laboratory Building	10,000			500	500	2,500	7,000	9,500												
Renovate Liberal Arts & Campus School (Planning, Design, Construction)	3,300						300	300	1,000	2,000	3,000									
Parking Structure (750 space @ 16,000 X 2)	14,000									14,000	14,000									
OIT Data Center (New Location/Research Support)	14,000								7,000	7,000	14,000									
Administrative Services Building(s)	23,000									1,000	1,000		22,000	22,000						
Multi-Purpose Classroom Building #2	30,000								10,000	20,000	30,000									
Athletics/Kinesiology Multi-Use Facilities	40,000											5,000		5,000	17,500	17,500	35,000			
Riverfront Hall Demolition & Land Improvements	2,000											1,000	1,000	2,000						
Science & Research Building (3rd of 4 building science complex)	89,000											500	500	1,000	4,000	4,000	8,000	40,000	40,000	80,000
Health Sciences Building	30,500															30,500	30,500			
Total	396,800	14,500	12,500	85,200	97,700	2,500	39,100	41,600	18,000	44,000	62,000	6,500	23,500	30,000	21,500	52,000	73,500	40,000	40,000	80,000

Other, not currently scheduled priorities	
Central/District Chilled Water Plant	10,000
Albertsons Stadium Expansion and Improvements	28,000
New Athletics Field	5,000
Athletics Facilities Upgrades	2,000
Security Station and Emergency Operations Center	8,000
Facilities Operations and Maintenance Shop Relocations	2,000
Literacy Center	8,000
Develop Campus Quad Spaces	2,000
Engineering & Technology Room 103 & 110 - Classroom Renovations	1,500
Albertsons Library - River Side Addition	2,500
Student Shop Development	10,000
Total	79,000

Six Year Capital Improvement Budget

Description	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Expansion of Dental Health Program and Physical and Occupational Therapy - Meridian^	\$5,521,491					
Oboler Library - replace HVAC/duct work, ceiling, seismic compliance^	\$6,000,000					
Graveley Hall - Upgrade the heating and cooling system	\$2,875,000					
Beckley Nursing – Asbestos mitigation, ceiling system and lights	\$1,700,000					
Frazier Hall - Renovation of dressing rooms and green room area	\$1,300,000					
Vocarts - Replace s, HVAC , Elevators, Fire Alarm & ADA restrooms	\$1,745,842					
Complete renovation ISU-Meridian build out*		\$12,420,000				
Remodel LEL second floor for additional labs *		\$1,050,000				
Campus Housing Renovations & Remodeling*		\$10,000,000				
New Museum of Natural History*		\$22,444,000				
College of Business - Modernization*			\$25,000,000			
Engineering Research Complex Renovation - Phase 3*			\$2,036,000			
Renovation/Addition of Life Sciences*				\$40,885,920		
Reroute campus traffic*					\$8,000,000	
Addition to Beckley Nursing*						\$14,208,000
Addition to College of Engineering*						\$12,000,000
Renovation of College of Business – front entry*						\$1,300,000
	\$168,486,253	\$19,142,333	\$45,914,000	\$27,036,000	\$40,885,920	\$8,000,000
	6 year outlay total					

*Some Projects with no F.F.E. money

^ Funding for 2 projects over two years - 1/2 FY2017 + 1/2 FY2018

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)
FY 2017 THROUGH FY 2022
(\$ in 000's)

Institution: University of Idaho

Project Title	Est. Cost	Prev. Fund.	FY 2017			FY 2018			FY 2019			FY 2020			FY 2021			FY 2022		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Integrated Research and Innovation Center	52,700	52,700	In Construction Status as of 1 Jul 15																	
Education Building Renovation and Asbestos Remediation	17,160	17,160	In Construction Status as of 1 Jul 15																	
Idaho Law & Justice Learning Center, Boise *	7,600	7,600	In Construction Status as of 1 Jul 15																	
Janssen Engineering Building HVAC Upgrades, Ph. 3	957	957	In Construction Status as of 1 Jul 15																	
Campus Signage, Entrances, & Pedestrian Crossings	1,800	1,800	In Construction Status as of 1 Jul 15																	
Life Sciences South Classroom 277 Improvements	800	800	In Construction Status as of 1 Jul 15																	
Aquaculture Research Facility	1,800	1,800	In Design as of 1 Jul 15																	
Library Main Floor Improvements and Renovation	1,400	1,400	In Design as of 1 Jul 15																	
Admin Bldg. Entry Foyer & Stair Life Safety Imp & Renovations	948	948	In Design as of 1 Jul 15																	
Wallace Residence Center Refresh	4,200	0	Funded, In Planning Status as of 1 Jul 15																	
Buchanan Engineering Lab Life Safety Improvements, Phase 2	902	0	Funded, In Planning Status as of 1 Jul 15																	
Life Sciences South Standby & Emergency Generator (Life Safety)	835	0	Funded, In Planning Status as of 1 Jul 15																	
Northern Idaho Collaborative Education Facility	6,421	4,421		2,000	2,000															
Research and Classroom Facility	24,000	0	4,000		4,000	4,000	16,000	20,000												
University House	tbd	0		tbd	tbd															
WWAMI Improvements and Renovations of the current BTI	tbd	0		tbd	tbd															
Swim Center Replace Pool Gutters and Tile	960	0	960		960															
Administration Building Exterior Envelope Repair	1,004	0	1,004		1,004															
National Dairy Research Center	tbd	0					tbd	tbd												
Menard Law Building Replace Roof	502	0				502		502												
Life Sciences South HVAC Upgrades, Phase 3	1,146	0							1,146		1,146									
Gibb Hall HVAC, Phase 2	1,144	0										1,144		1,144						
Administration Building HVAC, Phase 2	1,201	0										1,201		1,201						
Janssen Engineering Building HVAC, Phase 4	601	0										601		601						
Gibb Hall HVAC, Phase 3	1,201	0													1,201		1,201			
Idaho Avenue Extension Repairs and Repaving	861	0													861		861			
Domestic Water System Replace AC Mains, Phase 1	683	0													683		683			
Campus Drive / Administration Circle Repairs, Phase 1	756	0																756		756
Perimeter Drive Replace Paradise Creek Undercrossing	867	0																867		867
Steam Plant Emergency Generator	946	0																946		946
CALS Labs, Classroom & RE Improvements #	1,000	0																		
Coll. of Law Expansion & Improvements, Moscow #	1,100	0																		
Chemistry & Physics Lab Improvements #	1,000	0																		

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)
FY 2017 THROUGH FY 2022
(\$ in 000's)

Institution: University of Idaho

Project Title	Est. Cost	Prev. Fund.	FY 2017			FY 2018			FY 2019			FY 2020			FY 2021			FY 2022		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
ROTC Facility #	3,000																			
Library Special Collections and Archives #	4,400	0																		
Basketball Arena #	td	0																		
	62,878	8,569	5,964	2,000	7,964	4,502	16,000	20,502	1,146	0	1,146	2,946	0	2,946	2,745	0	2,745	2,569	0	2,569

S:\Facilities\Capital\Planning\Capital Budget\FY 17 State Request\Six Year Plan (Set C)\FY 2017 Six Year Plan.*

* PBF Request is under auspices of Department of Administration
Project schedule is TBD and dependent upon fundraising success.

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2017 THROUGH FY 2022
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College**

PROJECT DESCRIPTION/LOCATION	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$	FY 2021 \$	FY 2022 \$
Living and Learning Complex	\$6,250,000					
Automotive Technology Facility Expansion	\$2,500,000					
Sam Glenn Complex (SGC) Upgrade		\$2,500,000				
Administration Building Upgrade			\$3,500,000			
Workforce Training Building Replacement				\$2,500,000		
Physical Plant Workshops/Offices Upgrade					\$2,000,000	
Music/Fine Arts Building Replacement						\$3,000,000
TOTAL						

Agency Head Signature: _____

Date: _____

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2016 THROUGH FY 2021
CAPITAL IMPROVEMENTS**

AGENCY: EASTERN IDAHO TECHNICAL COLLEGE

PROJECT DESCRIPTION/LOCATION	FY 2016 \$	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$	FY 2021 \$
New Construction — Energy System Technology Building			\$ 4.5 M			
Expanded Construction — Phase 2 of Health Care Education Building					\$ 6.0 M	
New Construction — Additional Parking Lot to Support Health Care Education Building					\$ 0.5 M	
TOTAL	\$ -	\$ -	\$ 4.5 M	\$ -	\$ 6.5 M	\$ -

Agency Head Signature: _____

Steve Allright

Date: _____

Thursday, July 17, 2014

OFFICE OF THE STATE BOARD OF EDUCATION

**SET A
PROJECT SUMMARY
FY2017**

Project Title: Construction for
Fine Arts Building
Boise Campus

Institution/Agency: Boise State University

Brief Description: A new building for Fine Arts will achieve several goals in Boise State’s Strategic Plan by consolidating programs spread across campus into one building, fostering university and community relations, and advancing the importance of creativity in our modern high-tech economy. Programming, planning, and conceptual design and construction documents have already been prepared and have formed the basis for an overall budget. Incremental funding from Permanent Building funds is acceptable to the University.

Project Scope: 47,500- 65,500 NASF 60,000-100,000 GSF

Estimated Total Project Cost: \$35,000,000

Date Approved by State Board of Education: April 2013 (Planning)

Source of Construction Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 5,000,000
University & Donor Funds	\$30,000,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund – FY2016	\$ 2,500,000

Budget Year Request

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund – FY2017	\$ 2,500,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The new Fine Arts Building will front Capitol Boulevard just north of the Micron Business and Economics Building, adding another cutting-edge presence on the most visible side of campus while helping foster university and community relationships. It will be just across the river from the Boise Art Museum and the city's cultural district. The siting is consistent with the current 2015 Campus Master Plan update, and the facility is directly in line with the core themes of the mission the State Board of Education has endorsed for the university: Provide a signature, high-quality undergraduate and graduate education experience; Foster creativity in arts and research that can be transferred to societal, economic, and cultural benefits; And extend our community commitment beyond our educational, creative, and research activities.

The building will consolidate arts programs now scattered across campus, dramatically improving the student educational experience and providing needed physical space to meet increasing student demand for arts classes. It will also address several deficiencies in space and infrastructure that were identified in the arts program's re-accreditation process. The facility will advance the importance that creativity plays in a new, modern economy and will provide the capacity for additional classes as students in traditional STEM programs (Science, Technology, Engineering and Math) elect to take creative courses to complement their studies and boost their skills and career opportunities.

The pre-planning and programming phase of this project is already underway and is being funded internally by the university. This phase will result in final programmed spaces for Fine Arts and the administrative functions of the Arts & Humanities Institute as well as determining what entities within the Fine Arts disciplines will be housed in the new building.

2. PROJECT COMPONENTS

The project will construct a new facility in the western zone of the campus. The facility will house Fine Arts and functions of the Arts and Humanities Institute. Preliminary planning activities have tentatively identified the following that will be supported by the building:

- Teaching: studios, design laboratories, classrooms, administrative and faculty offices, and spaces for student collaboration.
- Exploration: computer laboratories, centralized workshop facilities, conference rooms, and libraries for study and research; faculty/graduate studio space for creative practices.
- Innovation: multiple-use spaces containing new technologies will facilitate inventive and cross-disciplinary projects.
- Exhibition: gallery spaces for student and traveling exhibits and display areas throughout building for student artwork display and critiques.

3. ALTERNATIVES

The status quo would keep art students, their professors and mentors, and their studio and study space spread throughout campus. Today, arts-related classrooms are housed in five separate buildings, and studio and storage space spread even farther, to two other campus facilities. It would also keep the university from echoing in the arts the major recent building efforts supporting the sciences, engineering, and business and economics. Just as those efforts greatly facilitate scholarly activity and are an important way to focus community attention, constructing a Fine Arts Building will greatly facilitate creative activity and help focus community attention on the arts and the ever-increasing role of design, innovation, and creativity in the modern economy.

4. VACATED SPACES

By providing up-to-date space for the uses described above, the new building will permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other departments, including the STEM disciplines.

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OFFICE OF THE STATE BOARD OF EDUCATION

**SET A
PROJECT SUMMARY
FY2017**

Project Title: Construction for
Center for Materials Science

Institution/Agency: Boise State University

Brief Description: Boise State’s Master Plan 2015 update targets the South Campus area for the science and engineering facilities called for in the Strategic Plan to boost research and creativity while creating a signature educational experience for both graduates and undergraduates. The requested funds will support partial construction of the second of four science buildings currently envisioned. This new building will house the Materials Science program, which is one of Boise State’s growing research strengths and one that connects directly to the missions and needs of the businesses leading the state’s strong tech economy.

Project Scope: 55,000- 65,000 NASF 85,000-100,000 GSF

Estimated Total Cost: \$50,000,000

Estimated Partial Construction Cost: \$10,000,000

Date Approved by State Board of Education:

Source of Construction Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$10,000,000
University Funds & Private Donations	\$40,000,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
N/A	N/A

Budget Year Request

Fund Source

Amount

Permanent Building Fund

\$10,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the second building of the master-planned science and engineering complex in the South Campus zone. The first of these projects, the 101,265-square-foot multidisciplinary Environmental Research Building is home to Geosciences, Civil Engineering, Public Policy and Administration and Political Science, as well as the environmental finance office, the Public Policy Center and the Frank Church Institute and other parts of the new School of Public Service.

Consistent with the 2005 and 2015 Campus Master Plans, the new Center for Materials Science Research will support the University initiatives to grow the STEM disciplines (Science, Technology, Engineering and Mathematics) and support Idaho's and the Boise region's tech economy, and will be part of a complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. Future buildings in this area will be planned to promote collaboration between scientists and engineers on important research problems.

The Center for Materials Science Research will focus on Materials Science Engineering and providing a catalyst to elevating that program to national prominence. A program of such stature will enhance the growth of the high tech, science and engineering-related industries and associated economic development in the Treasure Valley, Idaho and far beyond. The facility will be a major step toward achieving the first four goals outlined in Boise State's Strategic Plan, "Focus on Effectiveness," which include 1) Create a signature high-quality educational experience for all students; 2) Facilitate the timely completion of educational goals of our diverse student population; 3) Gain distinction as a doctoral research university; and 4) Align university programs and activities with community needs/

2. PROJECT COMPONENTS

The University retained a programming consultant to create a preliminary program for the building and to explore potential site locations. As currently programmed, the 85,000 to 100,000 square-foot Center for Materials Research will be a showcase for the program and will include research laboratories, teaching laboratories and associated support areas including faculty offices, staff office, graduate student spaces, seminar rooms and common areas. As currently envisioned, the building would be located on the block immediately west of the existing Engineering Building and Micron Technology Building to allow for close proximity to other collaborators

in the engineering disciplines. The facility would also allow for co-location of materials researchers from all disciplines on campus.

In addition to the Materials Science spaces, a large 250 seat lecture hall and two 80 seat classrooms have been included in the program for this building to help address the current lack of adequate large classroom spaces on the southeast portion of campus. These classrooms would be designed to support active learning, which supports lectures but also facilitates collaboration and small group work within the classrooms.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms, and offices, but the use of these temporary structures are expensive and only meet the short term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the South Campus to accommodate this new facility. Investing in temporary modular facilities would neither be cost effective nor meet academic and research needs.

4. VACATED SPACES

In addition to providing up to date laboratory, classroom, and office space for the Materials Science department this project would free up space currently occupied by that department in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of other growing departments. Because planning is still in the early stages, the precise amount of space to be vacated is not defined.

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CAPITAL BUDGET REQUEST

FY 2017

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: **Idaho State University**

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Completion of the ISU-Meridian Campus Build-out

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This request continues to incorporate space allocation efficiencies at Idaho State University (ISU) Meridian Health Science Center (HSC) to lower costs and to encourage programs to pool spaces for academic, clinical, and research functions promoting inter-professional education and minimizing duplication of resources.

The FY17 request is for a funding allocation over a two-year period to accommodate planned program expansion and help address Idaho's health professions' workforce needs. The two phases, with the 1st phase started in FY17, will be continuous in the next year, with the 2nd phase completed in FY18, to reduce budget allocation impacts.

Aligned with the State Board of Education's assignment of ISU's health sciences' mission, the Five-Year Plan for SW Idaho and Program Prioritization, as well as the Northwest Commission on Colleges and Universities Core Theme Three for ISU, Leadership in the Health Sciences, this request completes the ISU-Meridian Master Plan by building out open space on the 2nd fl. and repurposing space on the 1st fl. by:

1) Expanding Clinics:

ISU-Meridian currently houses three clinics, Counseling, Dentistry, and Speech/Language, and the Idaho Center for Disabilities Evaluation (ICDE), a contracted service with the Dept. of Health and Welfare. The ICDE provides assessment services to developmentally delayed children and adults in the western part of the state. While ICDE does not charge or collect client fees as do the clinics, the contract results in indirect fund payments to ISU and is a revenue-generating enterprise overseen by the Division of Health Sciences (DHS).

The proposed build-out will allow clinical services within DHS undergraduate and graduate programs to expand existing clinics and add new clinics providing inter-professional education and patient experiences for students as encouraged by a number of specialized professional accrediting bodies and in accordance with the ISU DHS Strategic Plan.

- a) Two clinics, Speech/Language and Counseling will be able to expand by increasing the number of clinic rooms available for patient appointments;
- b) Six new clinics will be established resulting in a total of 10 revenue-generating operations;

Physical Therapy; Occupational Therapy; Vestibular Clinic (Doctor of Physical Therapy and Doctor of Audiology students); Dental Hygiene; Medication Management, and a Wellness Center;

- c) Continued development of ISU-Meridian allows these clinics to be configured in near proximity to each other facilitating inter-professional collaboration and convenient “wrap-around” services for individuals from the community. The project design of clinic adjacencies enhances access for clients/patients and student learning outcomes providing practice in a patient-centered health care home model.

2) Expanding Physical Therapy, Occupational Therapy, and Dental Hygiene Programs:

The 1st phase for the initial year of funding is for the expansion of the Doctor of Physical Therapy (DPT) program by fall 2017 with shared usage of space by the Master of Occupational Therapy (MOT) program by fall 2018. The 2nd phase for the subsequent year of funding is for the extension of the Bachelor of Science in Dental Hygiene (BSDH) program.

This project builds the office, teaching, laboratory, and clinical spaces required for expanding three programs of study, currently only offered on the Pocatello campus to ISU-Meridian - the DPT, the MOT, and the BSDH. The institutional priority for the 1st phase is on high-demand DPT and MOT programs to address SW Idaho and statewide health care provider workforce needs. The DPT and the MOT programs have robust application pools and the proposed expansion to add cohorts located at ISU-Meridian would double the number of students admitted each year without doubling the number of faculty. The initial costs of building the infrastructure to support the DPT and MOT programs are high due to the specialized nature of training future rehabilitation professionals and meeting all of the accreditation criteria for each discipline. However, interdisciplinary collaboration and cost efficiencies are gained by building shared classroom and laboratory spaces on the 2nd floor that meet the needs of both PT and OT disciplines, including School of Rehabilitation and Communication Sciences (SRCS) offices for PT and OT, Speech-Language Pathology (SLP), and Audiology (AuD).

For the 1st phase, the request is for the following spaces to be built at ISU-Meridian:

- Build 2 large teaching laboratories that will be shared by the DPT and MOT Programs
 - Orthopedic Skills Lab: holds up to 40 students; contains furniture, equipment, and supplies consistent with PT and OT clinical examination and practice; cabinet storage; distance learning capabilities; and
 - Neuro-management/Daily Skills/Pediatrics Lab: holds up to 40 students; contains large, low mat tables, ambulatory aids, an accessible mock-up kitchen, pediatric equipment; cabinet storage; distance learning capabilities.

- Build 1 Distance Learning (DL) classroom that will be shared by DPT and MOT programs (enrollment of 24 DPT students in FY17 and 16 MOT students in FY18)
- Remodel existing Department of Communication Sciences and Disorders (CSD) academic space on the 1st floor into clinic space
 - Remodel 18 academic offices currently used by CSD into clinic spaces
 - Build new PT and OT Clinics
 - Establish Inter-professional Vestibular Clinic (DPT and AuD)
 - Expand current space available for SLP and AuD Clinics
 - Enlarge Counseling Clinic
 - Develop Medication Management Clinic
 - Remodel large Clinic Lobby into useable clinic space
- Build a minimum of 22 and a maximum of 28 new offices on the 2nd floor. The objectives include building pods of offices for PT and OT faculty members, and the relocation of faculty and staff offices for CSD which has outgrown departmental space for programmatic and clinical applications to maximize academic and clinic spaces
 - 18 offices for the displaced CSD faculty
 - 4 offices for the new PT and OT faculty
 - 6 offices for expansion of programs in DHS depending on growth needs

All of these spaces are required to meet the PT and OT accreditation agencies' requirements for equivalent didactic spaces to allow synchronous learning between cohorts in Pocatello and Meridian through various instructional delivery models, e.g., DL, as well as comparable clinical spaces to ensure each site provides an equivalent educational experience of quality.

In the 2nd phase, ISU intends to create a BSDH satellite program and relocate the Idaho Dental Education Program (IDEP) to Meridian, formulating an Oral Health Institute by adding to the existing Delta Dental of Idaho Dental Residency Clinic on the 1st floor of the facility.

For the extension of the BSDH program adjacent to and sharing space with the Dental Residency Clinic, two 40--seat DL classrooms and two computer labs will need to be relocated. The Master Plan locates the DL classrooms and one of the computer labs on the 2nd floor as a small drop-in lab, and the other, larger computer testing lab on the 1st floor.

Additionally, this request includes the build-out of clinically-based, patient-centered, research-focused areas and administrative offices for the College of Pharmacy, and ancillary spaces, including a Wellness Center, a Testing Center which meets American with Disabilities Act requirements, a Conference Room, and a Student Study area on the 2nd floor of the facility.

(B) What is the existing program and how will it be improved?

The suite of academic programs at ISU-Meridian reflects the top-tier job growth areas in the nation for healthcare providers. PT will show a 36% increase in the number of jobs nationally over the next ten years while OT will have a corresponding 29% increase. SLP and AuD will show 10-year increases of 19% and 34% respectively. Due to the growth in the number of SLP and AuD students attending these programs, the number of patients/clients served has grown steadily since the opening of ISU-Meridian in 2009.

As a consequence, there is inadequate space to provide for increased demand for clinical services. HIPAA as well as FERPA violations become more likely with CSD faculty being relegated to use classrooms, offices, and hallways for clinical treatment space. Faculty, staff, and students entering/exiting offices and communal spaces become unnecessarily aware of the patients who are attending the clinics. Replacing academic offices with expanded clinic space on the 1st floor and relocating these offices to the 2nd floor is consistent with the original plan for ISU-Meridian that locates clinics on the 1st floor in adjacent areas. Locating offices for the SRCS on the 2nd floor promotes faculty exchange and cooperation. After the remodel, SLP, AuD, Counseling, Dentistry, Dental Hygiene (34% demand), Pharmacy (14% demand), Physician Assistant (38% demand), Nursing (31% demand), PT and OT students will have efficient access to participate in clinical inter-professional education. Due to the building design, no other means for expanding clinic space is available at ISU-Meridian. Further efficiencies and benefits are gained by remodeling some of the existing space to purposefully locate clinics in adjacent locations for easy community access, inter-professional collaboration, and accessible staff support.

(C) What will be the impact on your operating budget?

The proposed clinics are revenue-generating. Also, by adding 3 year-cohorts of 24 for the DPT (72 students), and of 16 for the MOT (48 students), and 12 BSHS students annually (24 students for two-year completion program), the budget will be supported by the professional fees charged for each of these programs, along with tuition collected for augmented enrollment.

(D) What are the consequences if this project is not funded?

The ISU-Meridian Phased Renovation was approved for \$12,420,000 in the Six-Year Capital Improvement Budget, with initial occupancy in August 2009. This comprehensive Master Plan request will complete the ISU-Meridian facility build-out. Funding incremental annual requests will result in higher construction costs in the long-term. Phase 1 of the Treasure Valley Anatomy and Physiology Laboratories (TVAPL), supported by a 2013 Legislative appropriation and 50% community match, has been constructed and will be operational fall 2015. The rationale for the TVAPL construction presented to the Idaho State Legislature emphasized the necessity of these laboratories being built to meet teaching requirements for programs such as the DPT, MOT, and BSDH expanding to ISU-Meridian. Phase 2 of the TVAPL, which includes a PT Exercise Science Laboratory and an Applied Behavioral Sciences Research Laboratory to be used primarily by the SRCS, will be constructed by fall 2016. Phase 2 is a continuation of construction supported by a 2014 Legislative appropriation and 50% community match for a Bioskills Learning Laboratory in the TVAPL. If this FY17 Capital Budget Request is not funded, for ISU to meet accreditation requirements, the completed PT Exercise Science Laboratory will not become operational until academic and clinical spaces for the DPT and MOT programs are fully constructed at Meridian HSC.

ESTIMATED BUDGET:		FUNDING: (spread over 2 years)	
Land	\$ N/A	PBF (2@\$2,760,745)	\$ 5,521,491
A/E fees	\$ 1,029,421	General Account	
Construction	\$ 4,278,070	Agency Funds spread over 2 years (\$250,000 1st year +\$480,000 2nd year)	\$ 730,000
5% Contingency	\$ 214,000	Federal Funds	
F F & E	\$ 730,000	Other	
Other	\$		
Total	\$ 6,251,491	Total	\$6,251,491

ISU Project #: 300-14-006

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2017

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Replace HVAC/Ductwork, Ceiling, Seismic Compliance (3 projects: one each floor,\$2million/yr. for 3 years). Eli Oboler Library Bldg. # 50

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also replace associated ceiling and lights in the affected areas.

(B) What is the existing program and how will it be improved?

The existing fiberboard ducting is actively degrading, with resulting ductwork particulates being spread throughout the library. All surfaces within the Library, including the ceiling, are coated with deteriorated ducting material. This project will remove the existing ceiling and lighting systems, remove all fiberboard ducting, address all seismic issues with the ceiling and lighting system, and with the book stacks throughout the Library. New insulated steel ducting, ceiling systems, and lighting will be installed.

(C) What will be the impact on your operating budget?

The maintenance budget will be relieved in several areas as less custodial effort will be required to clean the Library, and repair work to deteriorating ductwork will no longer need to occur.

(D) What are the consequences if this project is not funded?

Ductwork will continue to degrade and contaminate the interior of the Library. Additional efforts will continue to be expended in an attempt to clean the library.

ESTIMATED BUDGET:

Land

FUNDING:

PBF

\$ 6,000,000

A/E fees	\$ 720,000	General Account	\$ 6,000,000
Construction	\$ 5,016,000	Agency Funds	
5% Contingency	\$ 264,000	Federal Funds	
F F & E		Other	
Other			
Total	\$ 6,000,000	Total	\$ 6,000,000

ISU Project #: 050-14-005

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2017

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Upgrade Heating and Cooling System/ Graveley Hall Building #15

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project will remove the old window mounted room air conditioners and steam heat perimeter supply with a central system that addresses the need for fresh air and heating in an economical solution.

(B) What is the existing program and how will it be improved?

The existing systems are failing and costly to run and repair and replace and the air conditioning units are providing a lot of bird habitat. The new system will deliver fresh air, conditioned in a central system and augment the existing perimeter steam heating systems to cover all areas of the building. Poor piping insulation on the steam heat will be replaced so that A/C units are not being run in the winter to cool down rooms.

(C) What will be the impact on your operating budget?

The maintenance budget will be relieved in several areas as less work will be needed to maintain individual units than one building system that can be put on our centralized controls.

(D) What are the consequences if this project is not funded?

Building systems are continuing to deteriorate and require excessive maintenance and costs.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$ 2,875,000
A/E fees	\$ 287,500	General Account	
Construction	\$ 2,443,750	Agency Funds	
5% Contingency	\$ 143,750	Federal Funds	
F F & E		Other	
Other			
Total	\$ 2,875,000	Total	\$ 2,875,000

ISU Project #: 015-14-001

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2017

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 4

PROJECT DESCRIPTION/LOCATION: Asbestos Mitigation, Replace Ceiling system and Lighting/ Beckley Nursing Building #66

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project will mitigate the asbestos in the building, with emphasis on the open plenum supply design ceiling system. The work will require asbestos mitigation and the replacement of flooring, ceilings, and other materials removed or impacted by asbestos abatement. This project will also provide for renovation of office and classroom spaces within Beckley Nursing.

(B) What is the existing program and how will it be improved?

Health and safety of building occupants and maintenance personnel. Even simple tasks of replacing ceiling tiles or replacing light bulbs can pose risks to staff.

(C) What will be the impact on your operating budget?

This project does not add square feet of functional space but will require agency to provide funding for temporary moves to accommodate the mitigating and related construction work.

(D) What are the consequences if this project is not funded?

At this time, any maintenance work on lighting or ceiling panels required asbestos monitoring, which adds labor costs and delays in service response time. Additionally, some tasks are impossible to complete within the ceiling plenum. Finally, should there be some significant roof repairs; the building may need to be evacuated. If the required roof work takes place during the academic year, the disruptions to classes and labs would be intolerable.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$1,700,000
A/E fees	\$ 62,000	General Account	
Construction	\$ 1,560,000	Agency Funds	
5% Contingency	\$ 78,000	Federal Funds	
F F & E	\$ 0	Other	
Other			
Total	\$ 1,700,000	Total	\$1,700,000

ISU Project #: 066-14-002

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2017

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 5

PROJECT DESCRIPTION/LOCATION: Renovation of dressing room & green rooms/ Frazier Hall Building # 1

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Dressing and green room areas located beneath the stage need complete restoration. This work extends to a complete gut-and-replacement of floor, sub flooring, ceilings, walls, finishes, air circulation, electrical systems, and restroom upgrades. Remodeling and updating of the dressing areas is intended to allow for men's and women's separate areas, remodel and upgrade of makeup rooms, restrooms, laundry rooms, and hallways. Areas are not accessible or sized properly for the number of persons using the facilities; this project will address building codes requirements. Traffic flow needs to be improved. An additional shower and restroom is needed. The existing public spaces of the Bilyeu Theater have received a wonderful and needed upgrade and now it is time to bring the under stage areas up to code. There is no back stage to the theater so that the basement areas receive a lot of use. This renovation includes major upgrades to mechanical, electrical plumbing, and egress systems so that this historic venue may continue to be used.

(B) What is the existing program and how will it be improved?

Health and safety of players using the Bilyeu theater will be accomplished.

(C) What will be the impact on your operating budget?

This project does not add square feet or functional space but will address safety concerns and install more easily maintained materials and facilities, equipment and lighting upgrades.

(D) What are the consequences if this project is not funded?

Unsafe conditions will continue and egress systems are not up to code.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,300,000
A/E fees	\$ 130,000	General Account	
Construction	\$ 1,105,000	Agency Funds	
5% Contingency	\$ 65,000	Federal Funds	
F F & E	\$ 0	Other	
Other	\$ 504,870		
Total	\$ 1,300,000	Total	\$ 1,300,000

ISU Project #: 300-14-006

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2017

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 6

PROJECT DESCRIPTION/LOCATION: Replace HVAC, Fire Alarms, new ADA elevator and Restrooms/ Vocational Arts Building #46

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Vocational Arts building needs an ADA elevator. The Current lift is old and difficult to use and you have to exit the building and go outside to get into the lift enclosure.
HVAC units in the building are under-sized for the needs of the building occupants and cannot keep temperatures within standards for operation.
There are no ADA accessible Restrooms on the first floor of the building.
Access stairs to the second level need to be brought up to code.
Noisy HVAC units need to be isolated from building structures.
The main electrical feed and water service needs to be upgraded.
Nearly all finishes need to be replaced, ceilings, floors, asbestos remediated, and new lighting installed that meets code and is energy efficient.
This project addresses nearly half of the deferred maintenance needs identified in the building.

(B) What is the existing program and how will it be improved?

Code, Life, health and safety issues will be partially addressed.

(C) What will be the impact on your operating budget?

This project does not add square feet or functional space but will address safety concerns and install more easily maintained materials and facilities, equipment and lighting upgrades.

(D) What are the consequences if this project is not funded?

Unsafe conditions will continue and accessibility issues will not be addressed. Space utilization is low in this building because of the conditions. This will remain vacant.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$1,745,842
A/E fees	\$ 261,876	General Account	
Construction	\$ 1,396,674	Agency Funds	
5% Contingency	\$ 87,292	Federal Funds	
F F & E	\$ 0	Other	
Other			
Total	\$ 1,745,842	Total	\$1,745,842

Agency Head Signature: _____

Date: _____

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Research and Classroom Facility

Institution/Agency: University of Idaho

Brief Description:

The University of Idaho is currently in the process of the construction of the Integrated Research and Innovation Center (IRIC), a new research intensive facility comprised of sophisticated research laboratories to be located in the core of campus at the next of the College of Engineering, College of Science, College of Natural Resources and the College of Agricultural and Life Sciences. IRIC is to be completed in the fall of 2016, and it will be an exciting addition to the campus and to the university and carries with it the potential of driving the university's research profile to new heights.

The character and nature of the IRIC facility is focused on high-performance, research intensive laboratories, core laboratories to be available to all research units and researchers campus wide, collaborative spaces, etc. Precisely because IRIC is to be such a high-performance facility, it does not contain much in the way of office space and there is to be no classroom space. Including such spaces in such a systems and utilities intensive facility would not be an efficient use of resources.

Accordingly then, there is a need to provide spaces such as offices for additional research units and departments, space for grant driven activities, spaces for computational research activities, classrooms, seminar spaces, etc., in a location convenient to IRIC. These spaces will support learning, computational research, dissemination and transfer of knowledge and information, and other related support activities that may be related to, or a result of, the research activities housed within the IRIC facility. The Research and Classroom Facility will be comprised of such spaces and is to be located to the immediate southeast of IRIC on the east side of the Line Street Pedestrian Mall on the main campus of the University of Idaho.

Project Scope:

Building size:

Site and utility infrastructure
Furnishings, Fixtures and Equipment
All project fees and related expenses,
to include the demolition of the existing
structure(s) on site.

NASF

TBD

GSF

40,000

Estimated Total Cost:

Source of Construction Funds (by fund source and amount):

<u>Total Project Cost</u>	
<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 8,000,000
Federal Funds	\$ 1,000,000
Bond Funds	\$12,000,000
Gifted Funds	<u>\$ 3,000,000</u>
Total:	\$24,000,000

<u>Previous Appropriations</u>	
<u>Fund Source</u>	<u>Amount</u>
All Sources	\$ 0

<u>Budget Year Request</u>	
<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$ 4,000,000

Date Approved by State Board of Education:

FY 2017 represents the second request for this facility.

1. PROJECT DESCRIPTION AND JUSTIFICATION

The University of Idaho has a need to design and construct a Research and Classroom Facility on an existing site to the immediate southeast of the Integrated Research and Innovation Center (IRIC) on the main campus of the University of Idaho in Moscow, Idaho. This site is located in the core of the research neighborhood of the campus, adjacent not only to the new IRIC facility, but also to the College of Engineering, College of Science, and College of Natural Resources. The College of Agricultural and Life Sciences will be one building to the west, separated by IRIC itself.

The general intent of the Research and Classroom Facility is to provide space for learning, computational research, dissemination and transfer of knowledge and information, and other related support activities that may be related to, or a result of, the research activities housed within the IRIC facility. Because the IRIC is a high-performance, systems-intensive research facility with a resultant high initial cost on a unit basis, it is a much wiser use of resources and a more efficient investment to provide spaces for learning, computational research, dissemination and transfer of knowledge and information, and other related support activities in an adjacent, less systems-intensive facility.

The Research and Classroom Facility is envisioned to house offices, and office suites, computational research space, classrooms and other support spaces in an approximately

40,000 square foot facility located at the intersection of the 7th Street and Line Street pedestrian malls on the Moscow campus. This location will allow the Research and Classroom Facility to not only support the activities and research generated within IRIC, but will also allow it to support other activities and research with the Colleges of Engineering, Science, Natural Resources, and Agricultural and Life Sciences. Further it will support activities and Research from the Office of Research and the various institutes, as well as providing additional classroom stock available for general education classroom use.

2. PROJECT COMPONENTS

The preferred site for this Research and Classroom Facility is on the east side of the Line Street Pedestrian Mall, a major north/south pedestrian circulation spine on campus, just down the hill from the Idaho Commons. A portion of the site is currently vacant, as the old 5kW electrical substation was on the site prior to its demolition a few years ago. The remainder of the site currently old the existing NAMEC facility. NAMEC is a wood framed, surplus WWII era building long slated for demolition and removal in the university's Long Range Campus Development Plan (LRCDP). NAMEC is currently occupied by the Native American Education Center and by the College Assistance Migrant Program (CAMP). Both of these functions will require relocation to a site as yet to be determined. The site is further bounded by the College of Science Building to the east, the Food Research Center to the south and the 7th Street Pedestrian Mall and the college of Engineering to the north. The site is sloped south to north and offers the opportunity for views to the north.

As mentioned, the Research and Classroom Facility is envisioned to be 40,000 square feet, minimum. It is envisioned of phase 1 of a 2 phase effort. A second phase of an additional 40,000 square feet to the south is envisioned at a yet to be determined point in the future.

Spaces within the Research and Classroom Facility will include, but may not necessarily be limited to:

- faculty offices and office suites that allow for small scale departments and research institutes to be house together in a collaborative fashion;
- computational research spaces;
- collaborative, technology rich classroom, constructed along the model of spaces prototyped in Renfrew Hall and the Teaching and Learning Center by the University of Idaho in 2013;
- research collaboration spaces and seminar rooms;
- Graduate and Research Assistant spaces;
- and other specialty research and research support spaces as determined to be required.

The Research and Classroom Facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space would possibly include a tiered classroom, various breakout rooms, as well as reception and kitchen/dining services. The date of any such future expansion is yet to be determined and would be subject to further review and approval of the Board of Regents.

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: Include This Scope within the IRIC Facility Currently Under Design and Construction

This alternative would have entailed including many, more office, office suites, classrooms, seminar rooms, etc. within the scope of the Integrated Research and Innovation Center (IRIC) currently under design and construction and schedule to open in 2016. This alternative would have placed these spaces in a systems-intensive, high-performance facility. These spaces do not need to be in such a high-performance facility and placing them there would be an inefficient use of resources. The alternative also represents a poor choice in terms of opportunity costs as these spaces would by necessity would reduce the number and size of the research laboratories and core laboratories that could be constructed within IRIC. 40,000 sf of office, office suites, classrooms, seminar rooms, etc., as described herein, and added to the IRIC scope as currently in design, would create structure too large for the IRIC site.

In addition, the IRIC facility is a \$52 mil effort, the largest single design and construction effort ever accomplished by the University of Idaho on a total dollars basis. Adding an additional scope of \$24 mil would have created an untenable and infeasible project. The university rejected this alternative.

Alternative 2: Construct Separate, Dispersed Research and Classroom Spaces in existing Buildings

This alternative consists of an attempt to identify and construct the spaces as described herein in separate, exiting facilities dispersed across campus. The university simply does not have an existing stock of unused or underused space(s) to support this alternative. Space is at a premium on campus and existing programs are often forced into inadequate space. New programs are often denied space requested for their needs. Space is an extremely limited, and limiting, resource in the current campus environment. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 3: Construct a Research and Classroom Facility

This option would entail constructing a single facility adjacent to the site of the IRIC facility and within immediate adjacencies of the structures that comprise the research neighborhood in the core of the Moscow Campus. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. Placing these spaces in a less systems-intensive structure will also reduce costs. Combining these spaces in a single structure will also increase collaboration amongst research and research support units. This is the university's preferred alternative.

4. VACATED SPACE

In the main, the Research and Classroom Facility is envisioned as new space to satisfy both existing, pent-up needs that are currently insufficiently housed into inadequate conditions on a "make-do" basis, and to satisfy projected research needs and support needs generated by the IRIC facility to be opened in 2016. Accordingly, there is little to no vacant space generated by

this request. Space currently used for instructional laboratories and some research laboratories that may be vacated may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

As mentioned hereinbefore, however, the design and construction of the Research and Classroom Facility on the selected site will require the demolition and removal of the existing, wood-framed NAMEC building. NAMEC is in poor repair and it is a structure that is of an inefficient size which vastly under-utilizes the site. The NAMEC building is listed as a structure to be removed under the university's adopted Long Range Campus Development Plan (LRCDP). NAMEC is currently occupied by two units and those units will need to be deployed elsewhere on campus as a part of the development of the Research and Classroom Facility. One possible option to be considered is placing these units within the new Research and Classroom Facility, however, the final location for these units is yet to be determined.

SET A
PROJECT APPROVAL FORM

Project Title: Research and Classroom Facility

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Building Statistics:

NASF: TBD
GSF: 40,000
Net to Gross Target 75%

	Estimated Total Cost	Prior to Budget Year	1st Year FY17	2nd Year FY18	3rd Year FY19	4th Year FY20	5th Year FY21	6th Year FY22
PROJECT SUMMARY:								
A. Arch. & Engr. (Project Planning & Pre-Design)	200,000	0	200,000	0	0	0	0	0
Schematic Design	266,500	0	266,500	0	0	0	0	0
Design Development	355,400	0	355,400	0	0	0	0	0
Construction Documents*	710,800	0	476,236	234,564	0	0	0	0
Construction Supervision**	444,200	0	0	146,586	297,614	0	0	0
B. Asbestos Abatement Arch/Eng/Hygienist Fees	15,000	0	15,000	0	0	0	0	0
C. Tests, Permits, Fees, Etc.	50,000	0	25,000	25,000	0	0	0	0
SUBTOTAL ARCH. & ENGR.	2,041,900	0	1,338,136	406,150	297,614	0	0	0
D. Moving, Administration	15,000	0	5,000	0	10,000	0	0	0
E. Asbestos Abatement	35,000	0	0	35,000	0	0	0	0
F. Construction*** (Preliminary Estimate)	18,319,100	0	0	6,045,303	12,273,797	0	0	0
G. Furnishings/Moveable Equipment	1,522,200	0	0	0	1,522,200	0	0	0
H. Contingency (Project)	2,066,800	0	413,360	826,720	826,720	0	0	0
TOTAL PROJECT REQUEST	24,000,000	0	1,756,496	7,313,173	14,930,331	0	0	0
SOURCE OF FUNDS:								
Permanent Building Fund	8,000,000	0	4,000,000	4,000,000	0	0	0	0
General Education								
Federal	1,000,000	0	0	1,000,000	0	0	0	0
Bond Sale	12,000,000	0	0	12,000,000	0	0	0	0
Bond Reserve								
Parking Funds								
Housing/Food Service Revenue								
Other Funds, including Gifts (UI Funds)	3,000,000	0	0	3,000,000	0	0	0	0
TOTAL	24,000,000	0	4,000,000	20,000,000	0	0	0	0
Utilities	TBD							
Custodial	TBD							
Repairs & Maintenance	TBD							
PROPOSED SOURCE OF OPERATING FUNDS (if more than one source, please show relative percentages.)							General Education	

* Includes Reimbursable Expenses
** Includes Fees for On-Site Observation
*** Preliminary Estimate (Inc. Const Contingency)



Proposed Research and Classroom Facility – Architectural Student Concept

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CAPITAL BUDGET REQUEST
FY 2017
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: **Lewis-Clark State College**

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Living and Learning Complex

CONTACT PERSON: Chet Herbst

TELEPHONE: 792-2240

PROJECT JUSTIFICATION:

- (A) **Concisely describe what the project is.** Request is for a new, combined-use residential and classroom facility. The entire facility would be approximately 25,000 sq. ft. of which the College-funded dormitory space would approximately 22,000 sq. ft. and the classroom area approximately 3,000 sq. ft. Agency funding would cover all dormitory-related areas of the facility. The classroom section (four general purpose classrooms which will serve the entire campus) would be covered by PBF dollars (\$650,000 which amounts to 10.4% of the total project). The new facility (estimated 90 bed spaces and 4 classrooms) would enable LCSC to: 1) keep pace with steadily growing residential student enrollment, 2) retire and/or re-purpose dilapidated, sub-standard dorm units, and 3) provide additional multi-purpose classroom space to support instructional programs.
- (B) **What is the existing program and how will it be improved?** LCSC's residential student population has grown significantly over the past ten years. Students are currently housed in four College-owned residence halls, including Talkington Hall (built in 1930), Clark Hall (1951), Parrish House (1956), and our only modern dormitory, Clearwater Hall (2006). Current housing will accommodate only 311 students. We have a significant waiting list at the current time and have completely filled all units, including our off-campus, College-owned units. We have doubled up students where possible in rooms designed for single occupancy. Students from out of the local area who desire to enroll in LCSC programs may choose not to attend the College if suitable, safe dormitories are not available. Bringing the new living and learning facility on board will provide safe, efficient, no-frills housing for our students, expand our classroom capacity, and enable us to re-purpose older units for offices and other suitable uses.
- (C) **What will be the impact on your operating budget?** Costs of operating the dormitory portion of the facility will be covered by rent collected from student residents. Oversight of student residents will be provided by Residence Advisors (RAs) who are compensated by receiving free rooms. Custodial and upkeep costs for the classroom section of the facility would be offset with occupancy costs and institutional revenues.

(D) **What are the consequences if this project is not funded?** Without a newer facility of the type requested, access for current and future out-of-area students who seek degrees/certificates at LCSC would be limited. For first year and continuing students, the positive living and learning environment which is possible in a residential facility with integrated classrooms helps recruit and retain students and increases students' opportunities for engagement and motivation. If PBF dollars were not available to support the classroom portion of the project, the College would need to press ahead using agency funds to meet student housing needs.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$0	PBF	\$650,000
A/E fees	\$312,000	General Account	\$0
Construction	\$5,505,000	Agency Funds	\$5,600,000
5% Contingency	\$313,000	Federal Funds	\$0
F F & E	\$120,000	Other	\$0
Other	\$0		
Total	\$6,250,000	Total	\$6,250,000

Agency Head Signature: _____

Date: _____

AGENCY: **Lewis-Clark State College**

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Automotive Technology Facility Expansion

CONTACT PERSON: Chet Herbst

TELEPHONE: 792-2240

PROJECT JUSTIFICATION:

- (A) **Concisely describe what the project is.** Request is for expansion of approximately 9,000 to 12,000 additional square feet to support LCSC's highest demand automotive technology programs. The expansion would take place in the Wittman Complex, in support of our ongoing Auto Mechanics Technology, Collision Repair, and Diesel Technology programs. This upgrade to the existing facilities would enable the College to increase the capacity as well as the efficiency and quality of this group of its Professional-Technical Education programs. LCSC would provide \$500,000 in agency funds to leverage the impact of the requested \$2,000,000 in PBF dollars
- (B) **What is the existing program and how will it be improved?** LCSC's automotive technology programs have been very successful in training students for productive careers in industry. However, access to these programs has reached its limit due to physical limitations and capacity of current work stations and laboratory areas. The requested additional floor space will enable expansion of technical training in these high demand areas.
- (C) **What will be the impact on your operating budget?** Operational costs (including custodial support) for the expanded facility will be absorbed from LCSC's current operational budget—net fiscal impact will be positive, since additional revenue-generating students will be able to enroll in the program.
- (D) **What are the consequences if this project is not funded?** Without the requested expansion of the automotive technology space in Wittman Complex, enrollment in these programs will continue to be capped below actual demand levels, and students/staff will continue to operate in cramped and inefficient work areas.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:

FUNDING:

Land	\$0	PBF	\$2,000,000
A/E fees	\$125,000	General Account	\$0
Construction	\$1,750,000	Agency Funds	\$500,000
5% Contingency	\$125,000	Federal Funds	\$0
F F & E	\$500,000	Other	\$0
Other	\$0		
Total	\$2,500,000	Total	\$2,500,000

Agency Head Signature: _____

Date: _____

**Capitol Budget Request
Six Year Capital Plan FY 2017 - 2022
Capital Improvement**

Agency:	College of Western Idaho	Agency Project Priority:	1
Project Description/Location:	Health Sciences Building	Nampa Campus	
Contact Person	Craig Brown		562-3279 ph

Project Justification

(A) Concisely describe the Project

New 80,072 s.f. Health Sciences Building. Existing CWI programs to be housed in this building include: dental assist, surgical technician, nursing (associate and assistant), paramedics, etc. Will include biology / chemistry labs, classrooms , study and common areas for students and faculty offices.

(B) What is the existing program and how will it be improved?

Currently, CWI has health science programs and course offerings spread across the two-county area. There is a strong need to consolidate courses and programs to allow students and faculty to focus their efforts, and to be in synergy with local health care providers. This will allow for more effective use of clinical sites.

(C) What will be the impact on your operating budget?

Impact will be additional utility, custodial and maintenance costs. CWI will request occupancy costs through a future State Board of Education and Governor/Legislative process, but will be prepared to use existing tuition revenue to maintain the new facility, if needed.

(D) What are the consequences if this project is not funded?

CWI would continue to offer health sciences and related courses at a variety of campus and center locations spread across Ada and Canyon counties.

Estimated Budget:		Funding:	
Land		PBF	\$ 34,840,000
A / E Fees	\$ 2,680,000	General Account	
Construction	\$ 26,800,000	Agency Funds	
5% Contingency	\$ 1,340,000	Federal Funds	
FF&E	\$ 4,020,000	Other	
Other			
Total	\$ 34,840,000	Total	\$ 34,840,000

Agency Head Signature: _____

Date: _____

**Capitol Budget Request
Six Year Capital Plan FY 2017 - 2022
Capital Improvement**

Agency:	College of Western Idaho	Agency Project Priority:	2
Project Description/Location:	Student Center Building	Nampa Campus	
Contact Person	Craig Brown	562-3279 ph	

Project Justification

(A) Concisely describe the Project

The Student Center Building will be located on the CWI Nampa campus and will establish a campus core focal point as outlined in the campus master plan. Completed programming reflects a 160K s.f. building that includes key services and functions including; Student Services and Resource Center, Library / Learning Commons, Food Service, Culinary Arts Center, Retail Services including Bookstore and Conference / Commons spaces.

(B) What is the existing program and how will it be improved?

The Nampa campus currently lacks services and programs which are needed to serve a rapidly growing student population. The existing library and bookstore are not on campus and are undersized for the student population served. The Culinary Arts program is currently located on the BSU campus and would be relocated and expanded to support food service and convention center activities.

(C) What will be the impact on your operating budget?

Additional operating costs will be incurred related to utilities and maintenance. Some costs will be offset through relocation of some services and programs including Culinary Arts program from BSU which will eliminate rent. Additionally, some revenue would be generated to support operations of the facility through retail and convention services.

(D) What are the consequences if this project is not funded?

A Dormitory Commission has been established and will provide a portion of the funding as reflected under Agency Funds. If the balance is not funded, additional student fee funding may have to occur and it is likely the timing of the project would be delayed. The project scope would be impacted and might include not providing some services. Additionally, relocating the Culinary Arts program from BSU would not occur as planned.

Estimated Budget:		Funding:		
Land		PBF	\$	21,000,000
A / E Fees	\$	3,600,000	General Account	
Construction	\$	36,000,000	Agency Funds	\$ 24,000,000
5% Contingency	\$	1,800,000	Federal Funds	
FF&E	\$	3,600,000	Other	
Other				
Total	\$	45,000,000	Total	\$ 45,000,000

Agency Head Signature: _____

Date: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

**BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY &
UNIVERSITY OF IDAHO**

SUBJECT

University National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

BACKGROUND/DISCUSSION

The APR is determined by using the eligibility and retention for each student-athlete on scholarship during a particular academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort with the resulting number multiplied by 1000.

The NCAA instituted the APR requirements beginning in the 2003-04 academic year. Since Fall 2007, the APR has been calculated based on four years of data. The most current year's data is added and the oldest year is removed to create a four-year rolling rate. The benchmark minimum score for each sport is 930.

IMPACT

Contemporaneous financial aid penalties can be applied if an athletic team's multi-year APR score is below 930. Teams that fall under the contemporaneous penalties risk the loss of future scholarships.

This is the ninth year institutions will be subject to historically based penalties. In the first stage of that structure, teams with single-year APRs below 900 receive a public warning. If those same teams continue to fall below the 900 cut score, they will be subject to a variety of playing and practice season restrictions, based on a formula that includes a measurement of the team's improvement over the last several years. If a team's multi-year APR falls below 930, they do not meet the minimum standard to compete for post season competition. Additionally, they incur a penalty that can vary anywhere from playing and practice restrictions to loss of scholarships.

After public warnings, penalties become progressively more severe, culminating in banning teams from postseason play.

ATTACHMENTS

Institution narrative and NCAA 2013 – 2014 Academic Progress Rates	
Boise State University APR Report	Page 3
Idaho State University APR Report	Page 9
University of Idaho APR Report	Page 15

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

STAFF COMMENTS AND RECOMMENDATIONS

Each institution provided a statement regarding APR and how the NCAA requirement affects the institution. Following the statement from each institution are the NCAA APR sheets for all sports at that institution.

Continuing to increase the incentive for academic achievement will help place a higher priority on the life-learning needs of the student-athletes.

BOARD ACTION

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Boise State University
Spring 2015 NCAA Academic Progress Rate (APR) Report Summary

Ten Boise State athletic teams posted perfect single-year Academic Progress Rate (APR) scores for the 2013-14 academic year, up from nine in 2012-13.

Boise State's men's basketball, women's cross country, men's golf, women's golf, gymnastics, swimming & diving, men's tennis, women's tennis, women's track and field (outdoor) and wrestling programs recorded perfect single-year scores of 1000 during 2013-14.

For women's golf, the perfect single-year score is the fourth straight, while it is the third-straight single-year perfect score for both men's and women's tennis. Volleyball, women's golf and women's tennis each recorded perfect multi-year APR scores, tying for first nationally amongst their respective sports and leading the Mountain West.

The Boise State football team, which recorded a single-year APR score of 973, ranked tied for 10th nationally amongst Football Bowl Subdivision schools with a multi-year APR of 981. The football team has ranked in the top-10 nationally in each of the last five releases of the multi-year APR.

The Broncos' football, women's golf, women's tennis and volleyball teams each earned Public Recognition Awards for having multi-year APR scores in the top-10 percent of their respective sports nationally. The football program is one of only five in the country to receive a Public Recognition Award in each of the last five years, a list that also includes Clemson, Duke, Northwestern and Rutgers. Women's golf has received the award each of the last two years.

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2013 - 2014 NCAA Division I Academic Progress Rate Public Report

Institution: Boise State University

Date of Report: 05/26/2015

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2010-11, 2011-12, 2012-13 and 2013-14 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2013-2014 APR	Percentile Rank within Sport	Percentile Rank with in All Sports	All Division I	Public Institutions	Private Institutions	Football Subdivision	Bowling Subdivision	Football Championship Subdivision	Division I (Non-Football)
Baseball (300)	NA	NA	NA	NA	969	965	977	972	969	967	967
Basketball (350)	951	1000	30th-40th	10th-20th	961	958	967	965	957	962	962
Cross Country (315)	945	824	10th-20th	1st-10th	977	973	986	981	975	976	976
Football (249)	981	973	90th-100th	40th-50th	956	952	966	961	952	NA	NA

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of teams represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes that team's APR data is under review.

2013 - 2014 NCAA Division I Academic Progress Rate Public Report

Date of Report: 05/26/2015

Institution: Boise State University

Sport (N)	Multiyear APR	2013-2014 APR	Percentile Rank within Sport	Percentile Rank with in All Sports	All Division I	Public Institutions	Private Institutions	Football Subdivision	Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Fencing (18)	NA	NA	NA	NA	985	975	989	979	979	990	986
Golf (302)	950	1000	1st-10th	10th-20th	979	976	986	983	983	976	978
Gymnastics (15)	NA	NA	NA	NA	982	981	984	985	985	976	941
Ice Hockey (59)	NA	NA	NA	NA	985	982	988	986	986	992	980
Lacrosse (67)	NA	NA	NA	NA	976	973	977	984	984	972	976
Skiing (11)	NA	NA	NA	NA	982	978	989	987	987	987	968
Soccer (203)	NA	NA	NA	NA	971	966	976	971	971	974	970
Swimming (135)	NA	NA	NA	NA	979	974	986	979	979	982	977
Tennis (261)	975	1000	30th-40th	30th-40th	978	975	982	980	980	975	979
Track, Indoor (259)	950	889	10th-20th	10th-20th	967	964	976	971	971	966	969
Track, Outdoor (280)	948	889	10th-20th	1st-10th	970	966	978	973	973	968	971
Volleyball (22)	NA	NA	NA	NA	984	981	988	984	984	985	982
Water Polo (22)	NA	NA	NA	NA	985	980	988	988	988	992	978
Wrestling (77)	969	1000	50th-60th	20th-30th	963	963	964	968	968	962	962

By Sport - Women's

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N/A = No APR or not applicable.

N = Number of teams represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below .950 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below .930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes that team's APR data is under review.

2013 - 2014 NCAA Division I Academic Progress Rate

Public Report

Date of Report: 05/26/2015

Institution: Boise State University

Sport (N)	Multyear APR	2013-2014 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Subdivision	Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Basketball (348)	974	966	30th-40th	30th-40th	975	972	983	975	975	977	975
Bowling (32)	NA	NA	NA	NA	975	973	979	991	991	970	980
Cross Country (346)	963	1000	1st-10th	20th-30th	986	983	991	987	987	984	986
Fencing (22)	NA	NA	NA	NA	986	972	993	982	982	993	984
Field Hockey (78)	NA	NA	NA	NA	988	986	990	986	986	991	985
Golf (263)	1000	1000	90th-100th	90th-100th	987	985	991	991	991	984	984
Gymnastics (61)	974	1000	10th-20th	30th-40th	991	991	993	991	991	994	992
Ice Hockey (35)	NA	NA	NA	NA	990	987	991	991	991	993	987
Lacrosse (103)	NA	NA	NA	NA	988	986	990	993	993	987	986
Rowing (87)	NA	NA	NA	NA	988	986	989	986	986	990	989
Skiing (12)	NA	NA	NA	NA	987	983	992	980	980	992	988
Soccer (329)	996	985	80th-90th	80th-90th	984	982	988	986	986	983	984
Softball (293)	987	974	50th-60th	60th-70th	981	978	988	985	985	977	982
Swimming (197)	995	1000	70th-80th	80th-90th	988	986	990	988	988	989	986
Tennis (322)	1000	1000	90th-100th	90th-100th	985	983	990	988	988	983	986

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N = Number of teams represented.

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² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes that team's APR data is under review.

2013 - 2014 NCAA Division I Academic Progress Rate Public Report

Institution: Boise State University

Date of Report: 05/26/2015

Sport (N)	Multiyear APR	2013-2014 APR	Percentile Rank within Sport	Percentile Rank with in All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Subdivision	Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Track, Indoor (320)	964	992	10th-20th	20th-30th	980	977	987	981		978	982
Track, Outdoor (331)	977	1000	30th-40th	40th-50th	981	978	988	982		980	983
Volleyball (333)	1000	979	90th-100th	90th-100th	983	981	989	985		982	983
Water Polo (32)	NA	NA	NA	NA	987	981	993	988		989	986
By Sport - Co-Ed											
Rifle (22)	NA	NA	NA	NA	980	978	1000	979		981	NA

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N/A = No APR or not applicable.

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⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes that team's APR data is under review.

¹⁰ Denotes that team's APR data is under review.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Idaho State University
Spring 2015 NCAA Academic Progress Rate (APR) Report Summary

The 2013-14 one year score for the whole department ties the highest score ever at 983 (2011-12). The 983 score was up 20 points from the 2012-13 score of 963. The one year Eligibility score was the highest ever for the department with a score of 984 and the one year Retention score was also the highest ever for the department with a score of 977.

- 7 of ISU's 15 teams scored a perfect 1000
 - Women's Golf had their fifth perfect 1000 single-year score in the last 5 years and their 6th in the last 7 years. The four-year average for Women's Golf remains at a perfect 1000.
 - Men's Cross Country rebounded from their second worst year ever in 2012-13 to achieve their 7th single year 1000 in the 10 year history of the APR. Their four year score is at a 981. However, with the upper confidence boundary statistical adjustment for having less than 30 members in the cohort for the four year average, they have a four year score of a 995.
 - Men's Tennis had a perfect 1000 for their one year score to move their four year score to a 937.
 - Women's Basketball achieved a 1000 for their one year score which is the second 1000 for them in the last 3 years. Their four year score is now a 986.
 - Softball had a perfect 1000 for the second year in a row which bumps their four year score to a record 981.
 - Volleyball achieved a perfect 1000 for the 5th time in the 10 year history of the APR. The four year score for volleyball is at a 990 which ties their record for the highest four year score for them (2012-13).
 - Women's Tennis achieved a perfect 1000 for the second year in a row and for the 3rd time in the past 4 years. The 4 year score for Women's Tennis is a perfect 1000.

The 2013-14 four-year average for the whole department was the highest ever at 973 up from last year's record of 963. The four year Eligibility score was the highest ever for the department with a score of 970 and the four year Retention score was also the highest ever for the department with a score of 962

- Football had a one year score of 960 (the 3rd highest ever for Football). The four year score for football is now a 962 which is a four year record for them. The previous record was 941 for the 2009-13 four year period.
- Women's Basketball achieved a record four year score for them at a 986. The previous record was 976 for the 2009-13 four year period.
- Men's Basketball achieved a record four year score for them at 942. This is the first time for Men's Basketball to have their four year score above a 930. Their previous high for a four year score was 923 for the 2006-10 four year period.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

- Men's Cross Country was given an upper confidence boundary statistical adjustment so their four year score is a 995 now.
- Men's Track Indoor achieved their highest four year Eligibility score at 962. However, their overall four year score was two points below their record of 974 (972).
- Men's Track Outdoor achieved their highest four year Eligibility score at 964.
- Women's Soccer's four year score of 981 ties last year's four year score which is a four year score record for them.
- Women's Tennis achieved their highest four year score with a 1000. The previous record was 972 for the 2009-13 four year period.
- Women's Track Indoor and Women's Track outdoor achieved their highest four year score with a 981. The previous record for Women's' Track Indoor was 974 and for Women's Track Outdoor was 975 both from the 2009-13 four year period.
- **For the first time in the history of the APR, four year scores for all of the teams at ISU are above the 930 mark.**

Summary

- 6 teams made 1 year improvements from the year before (Men's Cross Country, Men's Tennis, Men's Track Indoor, Men's Track Outdoor, Women's Basketball, Volleyball)
 - 2 teams (Women's Golf and Softball) had the same 1 year score, a perfect 1000, as the 2012-13 school year.
- 12 Teams Made 4 year improvements from the year before. (Men's Basketball, Men's Cross Country, Football, Men's Tennis, Men's Track Indoor, Men's Track Outdoor, Women's Basketball, Women's Cross Country, Softball, Women's Tennis, Women's Track Indoor, Women's Track Outdoor)
 - Women's Golf can't go any higher because they have a four year score of 1000 the last two years.
 - Women's Soccer stayed the same at 981
 - Volleyball stated the same at 990
- 7 teams saw a decrease in their 1 year scores (Men's Basketball, Football, Women's Cross Country, Women's Soccer, Women's Tennis, Women's Track Indoor, Women's Track Outdoor)
- 0 teams saw a decrease in their 4 year scores

NCAA Division I 2013 - 2014 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 11/17/2014

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2010-11, 2011-12, 2012-13 and 2013-14 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2013 - 2014 (N)	Multiyear Rate	2013 - 2014	Multiyear Rate	2013 - 2014
Men's Basketball	947 (48)	N/A	981 (13)	958	1000	926	962
Men's Cross Country	981 (27)	995	1000 (7)	963	1000	981	1000
Football	962 (297)	N/A	960 (78)	949	949	946	964
Men's Tennis	937 (36)	N/A	1000 (8)	969	1000	903	1000
Men's Track, Indoor	972 (111)	N/A	991 (28)	962	1000	967	981
Men's Track, Outdoor	973 (115)	N/A	991 (28)	964	1000	968	981
Women's Basketball	986 (58)	N/A	1000 (16)	991	1000	972	1000
Women's Cross Country	970 (75)	N/A	976 (32)	960	984	973	968
Women's Golf	1000 (31)	N/A	1000 (6)	1000	1000	984	1000
Women's Softball	981 (68)	N/A	1000 (19)	985	1000	977	1000
Women's Soccer	981 (99)	N/A	977 (23)	995	977	961	953

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⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2013 - 2014 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 11/17/2014

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2013 - 2014 (N)	Multiyear Rate	2013 - 2014	Multiyear Rate	2013 - 2014
Women's Tennis	1000 (29)	1000	1000 (8)	1000	1000	981	1000
Women's Track, Indoor	981 (150)	N/A	988 (43)	973	988	976	976
Women's Track, Outdoor	981 (152)	N/A	988 (43)	973	988	976	976
Women's Volleyball	990 (51)	N/A	1000 (12)	990	1000	990	1000

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

University of Idaho

Spring 2015 NCAA Academic Progress Rate (APR) Report Summary

The University of Idaho sponsors 16 NCAA sports and of those, 13 currently maintain a 4-year average of at least 940. Football and Men's Golf are the only sports below 930. Football has an 896 four-year average which is a 5-point decrease from the prior four-year average. Men's Golf has a four-year average of 926 which is a 4-point decrease from the previous four-year average.

- Idaho's average APR score, by sport, is 955.23. That is a decrease of 3.5 points compared to the prior four-year average.
- The decrease in the Football APR score was the result of losing a score of 972 from 2009-10 which was replaced with a score of 948 in 2013-14. However, the single year average for the football team increased by 110 points from 2012-13. This is the result of Coach Petrino's hard work implementing an APR improvement plan. He continues to recruit quality students and is dedicated to the academic success of his student-athletes. He is working diligently along with Athletic Academic Services to develop stronger study skills and encourage better academic performance. The team incurred level-one penalties in 2014-15, but has received a conditional waiver for the level-two penalties pending a 940 single-year APR in 2014-15 and a single-year eligibility rate of 940 in 2014-15 and implementing its improvement plan.
- Though the Men's Golf team replaced a score of 1000 in 2009-10 with a score of 1000 in 2013-14, the lack of a bonus point for 2013-14 that was present in the 2009-10 APR resulted in a decrease in the team's multiyear APR. The team has shown a steady increase in APR since 2010-11 but will still incur a level-one penalty and loss of access to post-season for 2015-16. The penalty for a level-one violation is to limit practice sessions to 5 days a week and a maximum 16 hours of countable activity per week. The team must also dedicate 4 hours per week to academic enhancement. Coach Means is already working with Athletic Academic Services to incorporate an improvement plan.

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NCAA Division I 2013 - 2014 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/10/2015

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2010-11, 2011-12, 2012-13 and 2013-14 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2013 - 2014 (N)	Multiyear Rate	2013 - 2014	Multiyear Rate	2013 - 2014
Men's Basketball	943 (52)	N/A	942 (13)	970	962	915	923
Men's Cross Country	929 (25) ^{5,3}	965	935 (8)	880	875	979	1000
Football	896 (346) ⁹	N/A	948 (86)	871	938	913	938
Men's Golf	926 (37) ⁹	N/A	1000 (9)	913	1000	940	1000
Men's Tennis	950 (38)	N/A	944 (9)	957	944	915	944
Men's Track, Indoor	956 (59)	N/A	949 (21)	912	875	982	1000
Men's Track, Outdoor	948 (75)	N/A	952 (22)	897	881	979	1000
Women's Basketball	948 (58)	N/A	1000 (12)	981	1000	915	1000
Women's Cross Country	972 (37)	N/A	1000 (11)	972	1000	972	1000
Women's Golf	1000 (32)	N/A	1000 (8)	1000	1000	1000	1000

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NCAA Division I 2013 - 2014 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/10/2015

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2013 - 2014 (N)	Multiyear Rate	2013 - 2014	Multiyear Rate	2013 - 2014
Women's Soccer	983 (92)	N/A	978 (25)	994	1000	971	957
Women's Swimming	952 (93)	N/A	920 (27)	944	940	955	900
Women's Tennis	960 (33)	N/A	1000 (8)	968	1000	952	1000
Women's Track, Indoor	957 (91)	N/A	967 (24)	943	957	972	978
Women's Track, Outdoor	956 (89)	N/A	967 (24)	942	957	971	978
Women's Volleyball	965 (51)	N/A	979 (12)	930	917	990	1000

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

SUBJECT

Board Policy V.K. – Construction Projects – second reading

REFERENCE

June 2014	The Idaho State Board of Education (Board) approved second reading of proposed amendments to policy.
June 2015	Board approved first reading of proposed amendments to policy.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Pursuant to Board policy, the Board annually reviews and approves the institutions' six-year capital construction plans. All major capital projects also require prior Board approval. Some institutions present proposed capital projects within the scope of a Campus Master Plan (CMP), but this has not always been the case. Current Board policy does not require an institution to have an approved CMP.

At the April 2015 Board meeting Board staff commented that Board review and approval of campus master plans is a best practice and recommended that Board policy be amended to require institutional master plans (including expansion zones if applicable) be approved by the Board. The Board concurred and directed staff to bring forward such a requirement in the form of a policy.

IMPACT

Proposed amendments to Board policy V.K. would require an institution to develop a long range Campus Master Plan and submit it to the Board for approval. This will ensure the Board is apprised of current and long-term initiatives when reviewing major capital projects.

ATTACHMENTS

Attachment 1 – Board policy V.K. – second reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board approval of a campus master plan does not constitute authority nor permission, either expressed or implied, to proceed with any real property acquisition, planning and design, or facility construction. Board policies V.I. and V.K. (which includes Board approval of six year capital construction plans) still must be complied with in order to implement the projects contemplated in a master plan.

Minor revisions based on feedback from the Board and institutions include replacing "long range" with "7-15 years" in order to better define the length and scope of the plans. The other revision adds the six-year capital construction plan to the areas of emphasis which the campus master plan should consider.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy V.K., Construction Projects, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

Subsection: K. Construction Projects

June 2014

1. Authorization Limits

Without regard to the source of funding, before any institution or agency under the governance of the Board begins to make capital improvements, either in the form of alteration and repair to existing facilities or construction of new facilities, it must be authorized based on the limits listed below. Projects requiring executive director or Board approval must include a separate budget line for architects, engineers, or construction managers and engineering services for the project cost.

Project Originally Authorized By	Original Project Cost	Cumulative Value of Change(s)	Aggregate Revised Project Cost	Change Authorized By
Local Agency	< \$500,000	Any	< \$500,000	Local Agency
Local Agency	< \$500,000	Any	\$500,000-\$1,000,000	Executive Director
Local Agency	<\$500,000	Any	> \$1,000,000	SBOE
Executive Director	\$500,000-\$1,000,000	<= \$500,000	<= \$1,000,000	Local Agency
Executive Director	\$500,000-\$1,000,000	Any	>\$1,000,000	SBOE
SBOE	> \$1,000,000	<\$500,000	Any	Local Agency
SBOE	> \$1,000,000	\$500,000-\$1,000,000	Any	Executive Director
SBOE	> \$1,000,000	>\$1,000,000	Any	SBOE

2. Major Projects - Capital Construction Plans

- a. Institutions and agencies under the governance of the Board wishing to undertake capital construction projects shall submit to the Board for its approval a six-year capital construction plan (the "Plan"). The Plan shall span six fiscal years going forward starting at the fiscal year next. The Plan shall include only capital construction projects for which the total cost is estimated to exceed one million dollars (\$1,000,000) without regard to the source of funding (hereinafter, "major projects"). A Plan shall constitute notice to the Board that an institution or agency may bring a request at a later date for Board approval of one or more of the projects included in its approved Plan. Board approval of a Plan shall not constitute approval of a project included in the Plan.
- b. Before any institution or agency under the governance of the Board solicits, accepts or commits a gift or grant in support of a specific major project, such project must first be included on the institution's or agency's Board-approved six-year Plan.
- c. If a major project is not included in a Plan and an institution or agency under the governance of the Board desires to obtain approval of the major project, before

BUSINESS AFFAIRS AND HUMAN RESOURCES
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seeking approval, it shall first bring an amended plan to the Board for approval at a regularly scheduled meeting of the Board. If a potential donor offers an unsolicited gift to an institution or its affiliated foundation in support of a major project which is not in an institution's or agency's Plan, prior to acceptance of the gift, the institution or agency shall notify the Board's executive director in writing of the offer, which notice shall include an explanation and justification for the exigency; a detailed statement of purpose and fiscal impact; and a summary of the terms and conditions of the gift. This notice shall also certify to the executive director that the donor understands and acknowledges that construction of the major project is subject to the review and approval of the Board.

3. Major Projects Approval Process - Design-Bid-Build Projects

a. Planning and Design

Board approval is required before any institution or agency begins planning and design on a major project carried out under the traditional "design-bid-build" method. For design-bid-build projects, planning and design encompasses the preparation of architectural and engineering documents and associated budget and schedule information through the completion of the construction documents for bidding. This approval may not be requested concurrently with any other step in the major project approval process. As part of the Board's approval process for planning and design, the Board may request the institution or agency to submit a preliminary project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information).

b. Major Project Approval Process – Project Budget and Financing Plan

Board approval of a project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information) is required for a major project. This approval may be requested only after completion of the design and planning process and may be requested concurrently with approval for construction.

c. Major Project Approval Process –Construction

Board approval is required to proceed with the construction of a major project. In order to obtain Board approval for construction of a major project, the Board must approve the project budget and financing plan. This approval may be requested concurrently with approval of the project's budget and financing plan.

d. Major Project Approval Process – Final Approval – Financing and Incurrence of Debt

Board approval for financing capital projects via the issuance of bonds, or incurrence of any other indebtedness, is required pursuant to Board policy V.F. for a project that has previously received approval for construction. (All other projects financed entirely without indebtedness do not need separate approval for financing.) The Board will not

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

consider concurrent requests for approval for construction and debt financing for the same project. Therefore, institutions seeking approval for project debt financing must bring a request for said approval to a Board meeting subsequent to the meeting at which project construction is approved.

4. Design-Build Projects

Although design and build projects are performed by one team, design-build contracts can also allow a series of options to proceed (or not) at the design phase and at the construction phase. The approval process for major projects using a design-build contract shall be the same as the approval process required for a design-bid-build contract. Board approval shall first be required to undertake the design and planning phase, including selection of the design-build team. For purposes of such approval, the Board may request a preliminary project budget and financing plan. This approval may not be obtained concurrently with subsequent required approvals. Once the design-build team completes the design and construction cost estimates, the institution or agency must then obtain Board approval of the project budget and financing plan and of construction of the project. If debt financing is needed, the institution or agency must submit a request for approval at a subsequent meeting of the Board in the manner set forth in paragraph 3.d., above.

5. Fiscal Revisions to Previously Approved Projects

If a project budget increases above the total Board-authorized amount by the lesser of 5% or \$500,000, then the institution or agency shall be required to seek further authorization based on the limits established in paragraph 1, above. Regardless of the authorization level required, the institution shall provide the Board with the amount and reason(s) for the cost overruns and the source of funds.

6. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution or agency are accepted by the institution or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

7. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

8. Campus Master Plans

Each institution shall develop a long range ~~7-15 year~~ Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. The CMP shall be consistent with and support the institution's current mission, core themes, and strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

SUBJECT

Board Policy V.W. – Litigation – second reading

REFERENCE

June 2014	The Idaho State Board of Education (Board) approved an amendment to clarify the litigation limits and reporting requirements.
June 2015	The Board approved first reading of the proposed policy amendment.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Currently Board policy limits acceptance of service process at the Board Office to only the Executive Director.

IMPACT

This proposed amendment would extend authority to accept service of process to the Office's deputy attorneys general.

ATTACHMENTS

Attachment 1 – Board policy V.W. – second reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the suggesting of Board member Lewis, the phrase “assigned to the Board” was added at the end of V.W.1.b. to clarify deputy attorneys general authorized to accept service on behalf of the Board. There were no other changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy V.W., Litigation, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: W. Litigation

~~June~~August, 20145

1. General

When a lawsuit, legal document, or other official notice is instituted against an institution and/or the Board, ~~an institution's president or its general counsel, or the executive director of the Board, is the following positions are~~ authorized to accept service of process of such matter on behalf of the institution and/or Board:

a. The institution's chief executive officer or general counsel; or

a.b. The Board's executive director or deputy attorneys general assigned to the Board.

This authority to accept service pertains only to attempted service upon the institution and/or Board, and not to any attempt to serve the Idaho secretary of state or the Idaho attorney general. An institution president or general counsel who accepts service of any matter on behalf of such institution and/or the Board pursuant to this authority must promptly forward a copy of any such matter to the Board office, and in appropriate circumstances, should also forward a copy of such matter to the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program.

2. Initiation of Litigation

An institution or agency under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed one hundred thousand dollars (\$100,000). With the prior approval of the executive director, an institution, agency, or school under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed two hundred thousand dollars (\$200,000). Any other proposed legal action may not be instituted without the prior approval and authorization of the Board.

a. Notwithstanding the authority to initiate litigation provided above, any legal action involving the exercise of the right of eminent domain must have the prior approval of the Board.

b. Pursuant to Idaho Code §33-3804, an institution is permitted to initiate legal action in its own name.

3. Settlement

The chief executive officer has authority to settle a legal matter involving the payment or receipt of up to one hundred thousand dollars (\$100,000) of institution or

agency funds. The executive director may authorize the settlement of a legal matter involving the payment or receipt of up to two hundred thousand dollars (\$200,000) of institution, agency, or school funds. Any settlement of a legal matter that is in excess of two hundred thousand dollars (\$200,000) in institution or agency funds must be approved by the Board prior to any binding settlement commitment.

4. Litigation Reporting by Institutions

Legal counsel for the institutions shall provide monthly attorney–client privileged litigation reports to the Board office (to the attention of the Board’s legal counsel) for distribution to members of the Board. Such reports should include a description of all claims and legal actions filed against the institution since the date of the last report (and identify legal counsel for the parties involved, for conflict analysis purposes); a summary of the current status of all claims and pending litigation; risk analysis pertaining to all such claims and pending litigation; and the settlement of any matters since the date of the last report, including settlements of matters handled by the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program. With respect to the reporting of a legal settlement, such report shall describe the amount of institution funds that were used, and the amount and source of any other funds that were provided in connection with such settlement, including funds from the Office of Insurance Management or from any other parties. Legal counsel for the institutions should also include in the report any significant incident occurring since the last report that is reasonably expected to give rise to a claim, as well as probable claims or legal actions the institution is aware of which have been threatened but not yet instituted.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

BOISE STATE UNIVERSITY

SUBJECT

New Residential Honors College and Additional Student Housing Project

REFERENCE

April 2013	Idaho State Board of Education (Board) approves purchase of 1801 University Drive
February 2015	Board informational item on Proposed Student Housing
June 2015	Update to Board on Proposed Student Housing

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In July 2014 Boise State University (BSU) publicly solicited proposals for the development and operations of a residential honors college, additional student housing and related support facilities and amenities including classrooms, food service and informal gathering spaces. BSU believes this project is strategic for the recruitment, retention and overall success of our students and will provide a modern facility on centrally located and under-utilized property.

After the review of several proposals and interviews with multiple development teams, BSU had selected Education Realty Trust, Inc. (EDR) as the finalist. EDR was selected as the finalist for several reasons: 1) EDR is a major industry leader in private student housing with ownership and/or management of over 77 communities and over 42,000 student beds; 2) EDR's more than 50 years of industry experience and a market capitalization over \$2 billion provides assurances that EDR has the capabilities and resources for such a project; 3) the EDR management team has extensive experience; and 4) EDR was the only vendor offering a 100% cash equity development model which eliminates concerns that project-related debt might impact BSU's debt capacity or credit profile, directly or indirectly. Preservation of University debt capacity for future academic and research buildings was a primary objective of BSU.

Since selecting EDR as the finalist, BSU has presented this project to the Board multiple times for comments, ideas and concerns. The project has been modified and improved by incorporating most of the Board's suggestions and after significant negotiations of various financial, operational and design terms. BSU and EDR are now prepared to seek Board approval of the ground lease and operating agreement that will authorize the development and operations of this strategic project.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Project Overview (approximations subject to final design and construction):

- 656 beds
 - 168 upper division beds served with kitchenettes
 - 488 traditional beds on meal plans
 - 50/50 split between Honors College beds and traditional housing facility beds
- 7,900 gross square feet of Honors College offices, classrooms and circulation space
- 14,720 gross square feet of food service spaces
- \$39.8 million development budget
- 236,000 total gross square feet
- Project will be designed to BSU design guidelines and will incorporate sustainable design features such as on-site retention and re-use of storm water and graywater.

Since the Board update in June 2015, key changes to this project are as follows:

- EDR's total project budget has increased from \$38 million to \$39.8 million
- Total number of beds in the project has increased from an estimated 600 to 656.
- EDR has increased their payment to BSU to repurpose the John B. Barnes Towers residence hall from \$1 million to \$2 million. While the current estimate of \$2 million should be sufficient for renovation of the facility into offices, the final scope and budget for this project will be brought for Board approval at a later date.
- EDR will pay BSU an annual ground rent of \$200,000 (adjusted annually by CPI) plus 6.4% of gross project revenues.
- Due to changes in the building design and envelope, the food service space has increased in size to 14,720 gross square feet. While this adds additional cost to the project, over the 50-year lease term this larger space will provide more flexibility for BSU's future use(s) of this space. To avoid a 50-year capital lease, and to maximize the overall financial return to BSU, the university desires to purchase control and use of the dining spaces. EDR will construct the dining spaces for \$3,490,458, of which \$883,200 (\$60 per square foot) will be used for improvements to the space beyond shell and core and such improvements will be specific to BSU's design and intended food concept. BSU will purchase control and use of this space by reimbursing EDR for \$3,490,458 upon substantial completion of the project. BSU will source funds for this purchase by utilizing a \$1 to \$2 million contribution from BSU's food service provider (investment is still in negotiation) and the remainder of the funds will come from university and auxiliary reserves. The \$3.49 million budget does not include furniture, fixtures and equipment, which will be a separate project and contract.
- In consideration for additional ground rent BSU would agree to:
 - Provide annual landscaping and snow removal services to the project; and

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- BSU will fund a \$500,000 investment into graywater retention and reuse for this project. The graywater will be reused for project and university landscaping needs. For this EDR will increase BSU's ground rent in year one by \$36,000. This increases each year, and over the 50 year lease term it represents a 10 percent return on investment for BSU (IRR method) and a net present value of \$611,872 in excess of the \$500,000 investment. In addition to the financial return, this initiative provides additional sustainable features for water conservation and will assist BSU in meeting its obligations under its National Pollutant Discharge Elimination System (NPDES) storm water discharge permit.

IMPACT

Through the ground lease and operating agreement, both BSU and EDR agreed to certain terms and conditions which create a financial and/or operational obligation. All such terms and conditions are contained in the attached agreements, but the primary terms and conditions are:

- BSU will provide approximately two-thirds of the site commonly known as University Christian Church (UCC) for the development of this project. The project will be developed according to University design guidelines and BSU reserves the right to approve the final design.
- The term of the agreement shall be for fifty years, beginning at substantial completion of construction, plus a construction term during which the project is being developed and constructed during which time no rent is paid. At the conclusion of the fifty lease years, BSU is provided free and clear ownership and title to the project including transfer of a replacement fund in which EDR invests \$200 per bed per year, with annual escalations of three percent. The balance on this account in fifty years can be used for further renewal of the project or demolition.
- EDR will use 100% cash equity to develop the project at an estimated cost of \$39.8 million and EDR shall never issue any debt associated with this project without the permission of BSU.¹
- EDR will own and operate the project built on BSU owned land and BSU will retain its ownership interest. EDR will provide the needed staff to

¹ This term of the agreement is critical because in March 2010 Moody's issued a Special Comment report on [Privatized Student Housing and Debt Capacity of US Universities](#). As explained by BSU at the April 2010 Board meeting, "The primary purpose in the Special Comment was to announce that all affiliated projects affect university credit and that the indirect debt classification is discontinued. Moody's updated their treatment of privatized student housing projects as contingent liabilities of the affiliated university. The report states that these types of projects, that are located on land owned by the university and then ground leased to a private developer, 'always affect an affiliated university's credit position because student housing is a strategic core business of most universities and an integral part of a university's student market position, financial management and capital strategy.' Further, Moody's rating approach applies to all university affiliated privatized projects, including new structures being used to finance these projects, such as equity-based models..." In other words, debt related to privatized student housing will affect the credit position and debt capacity of an institution.

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manage the daily operations of the project and EDR will be responsible for maintenance and renewal.

- BSU is responsible to provide staff and resources for the landscaping/grounds maintenance, residence life program and student support needs, including the cost of the resident advisors and resident directors.
- In all material matters, the project will be treated similarly to BSU-owned on-campus student housing, including but not limited to:
 - Project will be official on-campus housing;
 - Project will be marketed and leased on par with BSU-owned housing;
 - Rent payments can be made through student accounts;
 - When leasing to students, EDR will use BSU lease form or a form approved by BSU;
 - EDR will only rent to individuals who would also qualify for BSU-owned housing;
 - EDR residents will be subject to BSU Student Code of Conduct including an alcohol free campus;
 - Project will be served by the campus Police and Security staff;
 - EDR residents will purchase parking from BSU on the same terms and conditions as other resident students; and
 - Efforts will be taken to match technology, video, laundry and other services.
- The John B. Barnes Towers residence hall will be taken offline when the project opens for the fall 2017 term and remodeled into BSU office space. BSU has long desired to repurpose this facility into offices and this project presents that opportunity since EDR is willing to compensate BSU \$2 million for this purpose. This project will allow BSU to relocate departments currently housed in off campus space and reduce lease expenses by approximately \$350,000 per year.
- EDR will fund the development of the Honors College offices and classrooms, and BSU agrees to a ground lease reduction of \$158,000 in year one, in lieu of leasing the space.
- EDR will fund the development of the food service space and upon completion, BSU has the option to lease or purchase the space. The intent, and current language of the agreements, is for BSU and its food service vendor to share the cost and purchase use of the space and avoid a long-term lease. The development cost of the food service facility is estimated at \$3.5 million, excluding furniture, fixtures and equipment which will be separate project and contract. EDR will pay ground rent to BSU of \$498,318 in the first year. This is comprised of a guaranteed minimum ground rent of \$200,000 plus percentage ground rent as a percent of gross project revenues fixed at 6.4 percent or \$298,318. The guaranteed rent will increase each year by the Consumer Price Index as published by the US Department of Labor. The percentage rent will increase as gross project revenues increase.

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The agreements will be entered into with EDR Boise LLC, an entity to be formed as a wholly-owned subsidiary of Education Realty Operating Partnership, LP, an affiliate of EDR. The obligations of the lease and operating agreement are guaranteed by the parent, Education Realty Operating Partnership, LP.

ATTACHMENTS

Attachment 1- Ground Lease

Page 7

Attachment 2- Operating Agreement

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STAFF COMMENTS AND RECOMMENDATIONS

As a carryover from staff comments on this agenda item from the June 2015 Board meeting, new and remaining terms within the Ground Lease of potential interest to Board members include the following:

1. Section 3.01(b): EDR would be responsible for razing all existing buildings on the former University Christian Church property, removing unsuitable soils and debris, and removal of all hazardous materials. Provided however, that if any hazardous materials are discovered on the property, the remediation of such materials is the responsibility of BSU.
2. Section 16.03: During the first 15 years of the ground lease, if BSU desires to increase the total number of beds on campus, it would have to engage a third party to conduct an analysis and follow the recommendations therefrom of the need and determination that additional housing would not adversely impact the gross revenue of the EDR project. In addition, as “a condition precedent to BSU constructing any additional on-campus housing the [EDR] project must have achieved proforma results for the prior three fiscal years.”

Additional terms within the draft Operating Agreement of potential interest to Board members include the following:

1. Section 2.05: EDR shall determine the rental rates for the residential residents and commercial tenants. BSU has the right to approve the initial resident rent rate for the first year. Thereafter, EDR will determine the resident rent rate based on not-to-exceed stipulated criteria. An “Advisory Committee” (consisting of two (2) executives of BSU (Landlord) and three (3) executives of EDR (Tenant)) can review rate increases, but “in the event of a disagreement of the Advisory Committee, Tenant’s representatives shall have the deciding vote as to student rental rates, the operating budget or the need for capital expenditures and, regardless of the composition of the Advisory Committee, the University will have the deciding vote with regard to residence life issues and student conduct.”
2. Section 2.09(e)(iv): EDR assumes all risk for non-payment of residential residents and commercial tenants.

Other material changes to the draft Ground Lease and Operating Agreement since they were last seen by the Board in June include: (1) all references to the possibility of a restaurant (“with alcoholic beverages available for consumption”)

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being included in the project have been removed; and (2) Exhibit F (“Prohibited Commercial Uses”) has been amended to include “business serving or selling alcoholic beverages.”

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into the attached ground lease and operating agreement with EDR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP, including purchase of the rights to operate and control the dining facility for a cost not to exceed \$3,490,458, and to delegate authority to the Vice President for Finance & Administration to execute all relevant documents in substantial conformance with the terms herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GROUND LEASE AGREEMENT

BETWEEN

BOISE STATE UNIVERSITY

AND

EDR BOISE LLC

DATED _____, 2015

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Exhibit G – Applicable University Policies

Exhibit H - Guaranty

THIS GROUND LEASE (“**Lease**”) is made _____, 2015 between the IDAHO STATE BOARD OF EDUCATION BY AND THROUGH BOISE STATE UNIVERSITY, a State of Idaho public institution of higher education (“**Landlord**” or the “**University**”) and EDR BOISE LLC, a Delaware limited liability company (“**Tenant**”), wholly-owned subsidiary of Education Realty Operating Partnership, LP, a Delaware limited Partnership (“**Guarantor**”) and affiliate of Education Realty Trust, Inc., a Maryland Corporation (“**Parent**” and together with Tenant and Guarantor and each of their respective affiliates, each a “**Tenant Party**” and collectively, the “**Tenant Parties**”).

RECITALS

A. The University is an urban campus and metropolitan research university that has experienced historical growth in enrollment, facilities and programs and has identified a need for additional on campus student housing and supporting mixed use facilities with a focus on its Residential Honors College and premium freshman housing.

B. The University’s current housing stock is insufficient to meet the current and growing demand by undergraduate students.

C. Research indicates that and the University believes that undergraduate students who live on-campus are more academically successful than those that do not and new housing will enable the University to attract and retain high quality students.

D. The University determined that it should pursue a public/private partnership arrangement to procure additional student housing and related facilities pursuant to a legal and financing structure that preserves its debt capacity for other capital projects; is self-sustaining and without recourse to or liability from any State general fund appropriations; and except as specifically provided herein with regard to termination of such structure, provides that the University’s liability shall be limited to revenues derived from the Project.

E. The University issued that certain Request for Information and Statement of Qualifications to Negotiate for the development of a residential honors college and optional supporting mixed use facilities on property owned by Boise State University dated July 14, 2014, and after conducting its vetting process, on November 17, 2014 the University notified EdR of its selection as the leading vendor under consideration for development of the Project (as hereafter defined).

F. As part of such public/private partnership, Tenant will develop one or more facilities housing 600 undergraduate student beds composed of a 300 bed residential honors college and a 300 bed freshman living learning community, with associated food service and other mixed use opportunities as agreed upon by the parties and described in Exhibit B hereto (the “**Improvements**”) located on certain real property owned by the University and located on West University Drive as described in Exhibit A (the “**Land**”), with an anticipated completion date of August 2017, and financed by EdR pursuant to EdR’s ONE PlanSM – The On-Campus Equity Plan (collectively, the “**Project**”).

G. In conjunction with the development and later operation of the Project, the University desires to lease the Land to Tenant and Tenant desires to lease the Land from the

University pursuant to the terms, conditions, covenants and provisions of this Lease and to construct Improvements upon the Land (collectively, the Land, Improvements and associated tangible personal property are referred to herein as the “**Premises**”).

H. Following development of the Project, the University and the Tenant intend that the University and Tenant will each operate portions of the Project in accordance with the terms and conditions of an Operating Agreement to be entered into between University and Tenant concurrently with this Lease (the “**Operating Agreement**”).

I. As depicted on the conceptual drawings attached hereto as **Exhibit B**, certain areas of the Premises will be designated by Tenant for the operation and use of the University pursuant to the provisions set forth herein and in the Operating Agreement, for the purpose of an honors college and University offices and/or meeting spaces. In addition, also as depicted on Exhibit B, a portion of the Premises will contain space that may be used by the University for a dining facility to be operated by the University’s or the University’s chosen third party vendor.

J. Guarantor desires to guarantee the performance of Tenant’s covenants and obligations under this Lease and the Operating Agreement by execution of a Guaranty concurrently herewith, attached hereto as Exhibit H.

K. The purpose for which Tenant is leasing the Land and constructing the Improvements is to lease the Improvements in the manner and to the persons described in Section 4.01.

AGREEMENTS

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein set forth by each party to be kept and performed, and for other good and valuable consideration, the receipt, adequacy and sufficiency of which are hereby expressly acknowledged by each party hereto, Landlord and Tenant hereby agree as follows with the intent to be legally bound. Capitalized terms not defined in the context of their first use may be located using the Index of Defined Terms which follows the signature pages to this Lease.

ARTICLE 1

PREMISES AND EASEMENT

Section 1.01 Land. Landlord is the holder of fee simple title to certain land located in Boise, Idaho which is more particularly described in Exhibit A attached to this Lease, together with all rights, easements and appurtenances thereto or in anywise belonging (the “**Land**”).

Section 1.02 Lease Grant. Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, upon and subject to the terms, conditions, covenants and provisions of this Lease, on an as-is, where-is basis, the Land, together with all rights, privileges, easements and appurtenances belonging to or in any way pertaining to the Land.

Section 1.03 Easements; License.

(a) Easements for the Term. Landlord grants to Tenant a non-exclusive easement, which shall be coterminous with the Term of this Lease for the benefit of Tenant, Tenant's invitees, licensees and all occupants under Permitted Leases and the invitees and licensees of such occupants, over and across and the right to use in connection with others for purposes of ingress and egress to and from the Premises, those areas designated as the "**Ingress and Egress Easement Areas**" on Exhibit C attached hereto (the "**Ingress and Egress Easement**"), provided such use is in accordance with all University policies and procedures applicable to such Ingress and Egress Areas. Landlord agrees to maintain and repair the Ingress and Egress Easement Areas in a first class manner and at least consistent with Landlord's maintenance and repair procedures for similar areas on the University's campus. At Tenant's request, Landlord and Tenant will execute and deliver in a form suitable for recording at the Ada County Clerk's office a further customary Easement Agreement consistent with the foregoing. Landlord and Tenant agree to reasonably cooperate with one another in good faith relative to the granting of additional easements or licenses on the Land and Landlord's adjacent property. Without limiting the generality of the foregoing, Landlord agrees to timely grant to Tenant sidewalk and or/or utility easements (including without limitation electricity, water and sewer) and licenses over and across Landlord's adjacent property as are reasonably needed for Tenant's development, construction and operation of the Premises, any and all of such additional easements to be reflected on Exhibit C.

(b) Temporary Easement. Landlord grants to Tenant a temporary exclusive easement in the areas designated as the "**Construction Easement Areas**" on Exhibit D attached hereto (the "**Construction Easement**"). The Construction Easement Areas shall be used solely for the purpose of Tenant's construction of the Improvements. Tenant shall be solely responsible for the safety and security of the Construction Easement Areas and shall provide appropriate fencing (including appropriate screening) and signage. Tenant shall repair any damage done to the Construction Easement Areas by Tenant's activities and in the case where structures are demolished by Tenant, Tenant will leave the Construction Easement Areas in a condition comparable to the immediately surrounding area. The Construction Easement is temporary and shall cease upon the Substantial Completion of the Improvements.

ARTICLE 2

TERM

The term of this Lease shall commence on the date on which the Landlord and Tenant execute and deliver this Lease (the "**Commencement Date**") and shall expire fifty (50) years after Substantial Completion of the Improvements, on the fiftieth (50th) anniversary thereof (the "**Term**"). The portion of the term from and after the Commencement Date through and until Substantial Completion of the Improvements is referred to herein as the "**Construction Term**".

ARTICLE 3

DEVELOPMENT OF IMPROVEMENTS

Section 3.01 Demolition and Abatement of Existing Improvements.

(a) The University acknowledges and agrees that as a condition for development of the Premises and in order to make the Project financially feasible, from and after the Substantial Completion of the Premises and for the duration of the Term, the University will demolish, repurpose or otherwise re-designate for a purpose other than student housing the existing undergraduate residence hall known as The John Barnes Towers. Tenant shall reimburse the University for some or all of the cost of such repurposing in the amount of Two Million Dollars (\$2,000,000), which payment shall be made along with the first payment of Base Rent.

(b) Tenant shall (i) demolish all existing building improvements on the Land, including removal of below grade construction such as basement walls, foundation walls and footings, in accordance with plans and specifications which are prepared by an architect or engineer selected by Tenant and approved by Landlord, and which are mutually approved by Landlord and Tenant; (ii) remove all unsuitable soils and debris from the Land and infill or backfill as necessary to leave the Land appropriate for the start of new construction, (iii) remove all Hazardous Materials, insofar as recommended by a Phase I or other environmental engineering report required by the environmental engineers for the Project within the existing building improvements on the Land (collectively, the “**Demolition and Abatement Work**”).

(c) In the event that, during the Demolition and Abatement Work, any subsurface Hazardous Materials are discovered on the Land, the remediation of such Hazardous Materials shall be the responsibility of Landlord in accordance with Section 17.02. If such Hazardous Materials cannot be remediated to the approval of the applicable regulatory agency without causing a delay in the Project schedule, Landlord and Tenant shall meet as soon as practicable after such fact becomes reasonably apparent and engage in good faith negotiations to resolve any issues presented by the delay caused by the discovery of the Hazardous Materials, which negotiations may include, but are not limited to, mutually acceptable modifications to the agreements set forth in this Lease that would permit Substantial Completion of the Improvements to occur by the Substantial Completion Date, or modifications to the Substantial Completion Date that would extend the anticipated expected completion date of the Improvements to the following calendar year. If Landlord and Tenant are unable to agree on appropriate modifications to this Lease following such negotiation as determined in the sole discretion of Landlord, Landlord shall be permitted to terminate this Lease in accordance with the terms of Section 3.04, and neither party shall be considered to be in default of this Lease.

(d) Upon the preliminary completion of the Demolition and Abatement Work, Tenant and Landlord shall inspect the Land and mutually agree that the Demolition and Abatement Work has been completed.

Section 3.02 Tenant’s Obligation to Construct Improvements.

(a) On behalf of Landlord and for the consideration set forth herein, Tenant shall construct the buildings, structures, improvements and fixtures on the Land (the “**Improvements**”) at Tenant’s sole cost and expense in accordance with plans and specifications approved by the University’s Associate Vice President for Campus Planning and Facilities (the “**Plans**”). Landlord shall promptly respond to each approval request received from Tenant. Following approval, any material change to the Plans is subject to the prior written approval of Landlord, which approval shall not be unreasonably withheld, conditioned or delayed. As depicted

on the conceptual drawings attached hereto as Exhibit B, the Improvements shall generally consist of two attached buildings containing 600 beds, lobby/lounge areas, study rooms, multi-purpose rooms, offices for Tenant's staff and space to be designated for use by the University (a general depiction and description of which is set forth on Exhibit B), all with appropriate furnishings and all as may be finally agreed upon and described in the Plans. Prior to commencement of construction of any of the Improvements, the Plans for such Improvements shall have been approved by the Idaho Division of Building Safety, and Tenant shall have provided a copy of such approved Plans to Landlord.

(b) Landlord makes no representations or warranties regarding the Land. Except for Landlord's Remediation Obligations (as described in Section 17.02), Landlord is not responsible to Tenant for known and unknown surface and subsurface conditions in or on the Land. Tenant agrees to design to LEED Silver status and subject to Landlord approval seek LEED Silver certification upon Substantial Completion of the Improvements. Tenant shall not be required to obtain any recertification or additional certification of LEED Silver status after the initial certification upon Substantial Completion. Tenant will provide a system for the Project that provides for the reclamation and retention of greywater (to include household wastewater and excluding toilet wastes) and retention of storm water on the Premises, such water systems can first be used for irrigation for landscaping on the Premises and any remaining water may be used by the Landlord. Landlord will reimburse Tenant for development of such system in an amount not to exceed \$500,000.

(c) The initial budget for the design, development and construction of the Improvements (as it may be amended from time to time, the "**Development Budget**") is attached hereto as Exhibit E, and sets forth the estimated development costs for the Premises, including hard costs, furniture, fixtures and equipment, design fees, development/legal/closing costs, pre-opening costs, capitalized labor cost and project travel cost (collectively, the "**Estimated Development Costs**" and once final, the "**Total Development Costs**"). Notwithstanding anything herein to the contrary, after the execution of this Lease, Landlord is precluded from making requests that would increase the Total Development Costs unless Landlord agrees to be responsible for such costs. In such case, the Landlord may elect to pay for such costs prior to Final Completion or may reduce the total Rent due from Tenant in an amount sufficient for Tenant to recoup the amount of the increase in Total Development Costs. In order to preserve the alignment of the interests of the parties, in no case will Landlord requested changes be permitted where the necessary adjustment would result in Percentage Rent of less than five percent (5%) of the Gross Revenue. Otherwise, the only increases to the Total Development Costs shall be those items that Tenant deems necessary in order to complete its obligations under this Lease in the manner required by this Lease. Any savings of the final agreed upon Total Development Costs as measured upon Final Completion of the Project will be split 50% to Landlord and 50% to Tenant and the Landlord's portion of any savings will be paid as a lump sum at Final Completion.

Section 3.03 Work Product. Upon Substantial Completion, all of the Tenant Parties' right, title and interest in and to the Plans, professional third party reports commissioned by the Tenant Parties (such as environmental, geotechnical, survey and market study), and other work products prepared by or on behalf of the Tenant Parties (such as budgets, proformas and market studies) in connection with the pre-development activities (collectively the "**Work Product**") shall become the property of the University.

Section 3.04 Covenants and Requirements of Construction.

(a) In the construction of the Improvements (sometimes referred to as the “**Work**”), Tenant:

(i) shall at its own cost and expense obtain and comply with all permits and approvals necessary for the construction of the Improvements;

(ii) shall comply with all Requirements of any Public Authority including without limitation, Environmental Laws, applicable to the Work; provided, however, that in performing the Work, and Tenant shall not be required to comply with construction standards imposed by the University on the construction of buildings by the University unless specifically noted otherwise in this Lease;

(iii) shall give prior notice to Landlord of all Tenant’s architects, engineers and general contractors to be engaged in the construction of the Improvements, permitting Landlord to object to any such engagement, provided that such objection will not be unreasonably made, conditioned or delayed;

(iv) shall perform the Work within the times provided for herein, in compliance with the Plans, in a good and workmanlike manner, and in accordance with all the provisions of this Lease;

(v) shall perform the Work in a manner not to unreasonably interfere with the University’s campus life;

(vi) shall allow Landlord unrestricted access to the Premises during the Work, including a project manager(s) designated by Landlord (and compensated by Landlord) to monitor the Work;

(vii) shall be fully and solely responsible for safety of the jobsite, the Construction Easement Areas and the immediately surrounding public areas and compliance with applicable safety laws and regulations;

(viii) shall timely pay, prior to the filing of any Liens, all proper accounts for work done or materials furnished under all contracts which it has entered into relating to the Work in accordance with the terms of the contracts and state law;

(ix) shall require the contractor to provide, on or before the commencement of the Work, the following bonds for the benefit of Tenant and Landlord, executed by a surety authorized to do business in the state in which the Premises are located and with an A.M. Best Rating of A- or better: (A) a co-obligee payment bond or a payment bond and a dual obligee rider in an amount equal to one hundred percent (100%) of the original contract price; and (B) a co-obligee performance bond or a performance bond and a dual obligee rider in an amount equal to one hundred percent (100%) of the contract price as it may be increased;

(x) shall develop a traffic plan addressing traffic interruptions during the duration of the Work. Tenant shall submit the traffic plan to the University and the Ada County

Highway District for approval promptly prior to the commencement of on-site Work at the Premises and Landlord shall approve or make modifications promptly after receipt of the traffic plan from Tenant. The traffic plan shall address all preexisting private and public automobile, bicycle and pedestrian transportation affected by the Work, including, but not limited to, access to bus stops and traffic during athletic, performing arts and other special events occurring during the duration of the Work and construction/contractor employee parking off site; and

(xi) shall provide for street cleaning, clear access to other University property, emergency vehicle access to all surrounding areas, construction staging with appropriate fencing and parking, hoisting requirements and limitations, project signage limitations, salvage items, and protection of surrounding sidewalks and existing infrastructure.

(b) No open burning of any materials or any use or storage of Hazardous Materials (except in accordance with Environmental Laws) shall be permitted on the Premises or the Construction Easement Areas.

(c) The Work on the Improvements will be limited to 8:00 a.m. to 7:00 p.m. Monday through Friday and 9:00 a.m. to 6:00 p.m. on Saturday, with no heavy construction noise prior to 8:00 a.m. or during the University's final examination periods (which periods shall be determined by the University in its sole and absolute discretion). Unless otherwise approved by Landlord, Tenant shall give seventy-two (72) hour written notice to residents and building operators prior to any utility shutdown which would affect the neighboring residential communities. No construction activity will be performed on the days of the University's commencement exercises.

(d) Any rock blasting performed on the Premises must be approved in writing by a representative designated by the University at least two (2) weeks prior to the blasting activities and in accordance with University blasting standards. All blasting activities performed by Tenant must comply with heavy construction noise work limitations and restrictions.

(e) Tenant shall require construction employees to adhere to a code of conduct approved by Landlord and in keeping with the code of conduct enforced by Landlord on other comparable construction projects undertaken by Landlord, which includes the University's policies prohibiting smoking on campus.

Section 3.05 Completion of Construction. Tenant agrees that Substantial Completion of the Improvements, in accordance with the Plans, and furnishing of the Improvements for occupancy under the Permitted Leases shall occur on or before July 31, 2017 (the "**Substantial Completion Date**"), and thereafter Tenant shall complete the construction and furnishing of the Improvements in accordance with all provisions of this Lease. If Substantial Completion and the fixturing and furnishing of the Improvements, in accordance with the Plans, have not occurred on or before the Substantial Completion Date for any reason, including but not limited to a Force Majeure Event, Tenant shall, at Tenant's expense, provide suitable housing approved by Landlord in its reasonable discretion, for all Residential Residents with whom Tenant has entered into Permitted Residential Leases and who cannot occupy the Improvements, until Substantial Completion and the fixturing and furnishing of the Improvements have occurred. Landlord agrees that it will cooperate with Tenant to house any such Residential Residents, including renting rooms

in existing University housing to Tenant. In the case of Force Majeure, Tenant shall only be required to reimburse Landlord for its actual out of pocket costs to house the displaced tenants. For any other delay not constituting Force Majeure, Tenant will pay the University's then current rental rate for any on-campus accommodations for Residential Residents. Notwithstanding anything set forth in this Lease to the contrary, if Substantial Completion of the Improvements has not occurred by the Substantial Completion Date due to the occurrence of a Force Majeure Event, the date by which Tenant must achieve Substantial Completion of the Improvements shall be extended by the number of days equal to the number of days Tenant is delayed in achieving Substantial Completion of the Improvements as a result of such Force Majeure Event; provided that in no event shall Substantial Completion of the Improvements occur later than July 31, 2017.

Section 3.06 Substantial Completion of Improvements.

(a) “**Substantial Completion**” of the Improvements shall be deemed to have occurred upon Landlord's receipt of evidence, in the form of a customary AIA certificate of the licensed architects employed by Tenant that Tenant has achieved Substantial Completion, and that:

(i) the Improvements shall have been completed in all respects in a good and workmanlike manner and in accordance with the Plans;

(ii) all building equipment and services, including utilities, heating and air conditioning systems, voice systems, data systems and video systems have been completed, are operating properly and are available for use by Tenant and Permitted Residents;

(iii) a certificate of occupancy or temporary certificate of occupancy has been issued permitting occupancy of the Improvements by Permitted Residents;

(iv) all other necessary approvals by public regulatory authorities have been given; and

(v) Tenant may enjoy beneficial use or occupancy of the Improvements and may use, operate, and maintain the Improvements in all respects, for their intended purpose, including use by Permitted Residents in accordance with the terms of the Permitted Leases.

(b) Subsequent to Substantial Completion, Tenant shall, to the extent such work is not already completed, promptly (and in any event not later than forty-five (45) days following Substantial Completion) complete the remaining grading, landscaping, debris removal and removal of surplus building material and rubbish from the Premises. Tenant shall also promptly (and in any event not later than sixty (60) days following Substantial Completion) complete and satisfy any conditions included in any temporary certificate of occupancy and achieve final completion. During such sixty (60) day period, Tenant shall perform all work in a manner that does not interfere with or disturb Permitted Residents occupying the Premises pursuant to Permitted Leases.

Section 3.07 No Bid Requirement. Tenant is not subject to Landlord's bidding rules and processes or other state law procurement standards during the construction of the Improvements. However, and to the extent required by law, Tenant agrees to promote open competitive bidding opportunities for participation by local, regional, and statewide contractors. Tenant will promote

opportunities for women and minority owned businesses. Tenant will keep Landlord informed as to how it proposes to meet these goals.

Section 3.08 Utility and Sewer Connections.

(a) Landlord and Tenant agree to jointly obtain necessary connection permits or private utilities prior to commencement of construction of the Improvements, including, but not limited to, a sanitary sewer permit. Landlord's responsibility for utilities, electric power, storm and sanitary sewers, and water lines and/or connections is expressly limited to assistance in obtaining connection permits, and, except as expressly set forth in Article 7, does not include any improvements to existing infrastructure including utilities, electric power, storm and sanitary sewers, and water lines and/or connections.

ARTICLE 4

USE OF PREMISES

Section 4.01 Tenant's Use. The primary use of the Premises is as the residential honors college for the University and as premium first year student housing and the Premises shall be designated as such by the University and Tenant for the duration of the Term. In addition to such primary use, Tenant may use the Premises generally for the co-ed housing of 8-credit or more undergraduate students and 6-credit or more graduate students enrolled at the University ("**Student Residents**"), individuals participating in, attending events at, sponsored by, sanctioned or otherwise related to the University, (all of which along with Student Residents are collectively, "**Residential Residents**"), (b) the provision of services and amenities to permitted occupants of the Premises; and (c) the leasing of any retail space in the Premises for commercial retail purposes to a subtenant (a "**Commercial Tenant**") to be approved by Landlord, in its reasonable discretion (the Residential Residents and Commercial Tenants, collectively, the "**Permitted Residents**"). Landlord shall approve the leases for the Permitted Residents (the "**Permitted Lease**"). The parties agree that Commercial Tenants shall not use the Premises for any of the uses described on Exhibit F (the "**Prohibited Commercial Uses**"). The inclusion of the list of Prohibited Commercial Uses shall not be deemed to imply that other commercial uses are reasonable, nor shall it limit Landlord's right to approve or disapprove Commercial Tenants in its reasonable discretion.

Section 4.02 University Use. EDR shall designate space in the Premises to the University for its exclusive use as an honors college and University office space as described on Exhibit B (the "**University Areas**") and the non-exclusive use of the common areas serving the University Areas, also as shown on Exhibit B. For any University Area that generates income or is primarily for the benefit of the University rather than the residents of the Project (except for the Dining Spaces, as described below), Landlord and Tenant shall agree on a reduction in the Base Rent to compensate Tenant for the loss of revenue for such designated area and the University will be responsible for a prorate share of utilities for such space. The University shall be responsible for costs associated with cabling plant, data headend equipment and distribution services required to provide Internet access to the University Areas. The University shall be responsible for providing the support and maintenance (including replacement and upgrades) for the equipment from the wall-plate out into the University Areas and Tenant shall be responsible for providing support and

maintenance (including replacement and upgrades) from the wall-plate back. Tenant shall clean, maintain and be responsible for all costs associated with the common areas serving the University Areas and the University shall be responsible for the cleaning, maintenance and costs of the University Areas, including prorated utilities based upon the percentage of square feet of the University Areas to the total Improvements.

(a) Dining Facilities and Other Food-based Retail Spaces (“Dining Spaces”).

In conjunction with the construction of the Project, Tenant at its own cost and expense will design and construct the Dining Spaces comprised of 14,720 gross square feet to a condition of a “cold dark shell” as generally defined in the industry including but not limited to: 1) an XXX AMP electrical panel with electrical service brought to the panel and connected, 2) all other utilities brought to the Dining Spaces and stubbed at a location to be determined by the University, 3) installation of any plumbing infrastructure which needs to be within the floor or foundation and stubbed at the perimeter at a location determined by the University. Tenant shall adhere to the development budget and detail as contained in Exhibit E Development Budget. If additional funds beyond the Development Budget are needed for the completion of the work specified by the University, subject to the written approval of the University, the Development Budget will be increased accordingly.

(b) Given the projected economies of scale of combining the buildout of the Dining Spaces with the overall construction of the Project, the University may elect for Tenant to design and construct improvements to the Dining Spaces, per University specifications. The cost of such improvements are currently budgeted at approximately \$60 per gross square feet of Dining Spaces and included within the Development Budget. If additional funds are needed for the completion of the work specified by the University, subject to the written approval of the University, the Development Budget will be increased accordingly.

(c) Upon substantial completion of the Dining Spaces, including the buildout improvements, the University will pay to Tenant the full sum of the final Development Budget in exchange for free and clear title, control and ownership of all improvements. Such University ownership will be in the form of a \$1 annual facility lease, such lease agreement will be an exhibit to this Lease, will be a triple-net lease as specified therein and will automatically renew unless the University provides Tenant with written confirmation of non-renewal. The term of the Dining Space lease is the same term as this Lease. Assuming 50 (1) year renewals, Tenant shall deduct fifty dollars from Tenant’s first ground lease payment as payment in full for all 50 annual dining lease renewals. At any time and at the sole discretion and expense of the University, the University may recognize its ownership of the Dining Spaces through a condominium agreement for the project which provides for the Dining Spaces as a unique condominium under University ownership. Tenant will cooperate and not unreasonably delay or withhold any actions needed for such condominiums.

(d) Any revenue derived by the University from operations of the Dining Space shall not be considered Gross Revenues, and shall be the sole revenue of the University.

ARTICLE 5

RENT

Section 5.01 Rent Commencement Date. Landlord agrees to abate rent prior to and during the Construction Term. Tenant shall have no liability for rent under this Lease until the Premises opens for occupation of Permitted Residents (such date being the “**Rent Commencement Date**”).

Section 5.02 Rent.

(a) Base Rent. Beginning on the Rent Commencement Date and continuing throughout the Term of this Lease, Tenant shall pay Landlord base rent in an amount equal to \$200,000 in the first year of operations and thereafter increasing each year by the Consumer Price Index (hereafter “**CPI**”) for All Urban Consumers, All Items, West Region (1982-1984=100) published by the Bureau of Labor Statistics of the United States Department of Labor (the “**Base Rent**”).

(b) Percentage Rent. Beginning on the Rent Commencement Date and continuing throughout the Term of this Lease, Tenant shall pay Landlord percentage rent in an amount equal to six and four-tenths percent (6.4%) of the Gross Revenue for each Fiscal Year (the “**Percentage Rent**” and along with the Base Rent, collectively, the “**Rent**”).

(c) Gross Revenue. The “**Gross Revenue**” shall consist of all revenues and other income received from the residents or the operation of the Premises, less bad debt expense all accounted for on a GAAP basis and excluding retail and dining income from spaces leased or controlled by the University such as the Dining Spaces. Gross revenue shall include, but not be limited to, rental income, fees (including application, damage, termination and all other fees charged by either Tenant or the University to Permitted Residents), vending and laundry income, all ancillary services and retail income (except retail and dining income from spaces leased or controlled by the University), and summer and holiday income. In furtherance of the foregoing, Landlord and Tenant acknowledge and agree that revenue and other income collected but not yet recognized as earned by Tenant shall not be included in Gross Revenue until such time that Tenant does recognize such revenue and other income as earned. For example, to the extent that Student Resident Rent is collected in full at the beginning of a semester, but Tenant recognizes such Student Resident Rent as earned on a monthly basis during the semester, such pre-paid Student Resident Rent would be included in Gross Revenue at the time that Tenant recognizes it as earned.

(d) Payment Date. The initial Rent shall be due on the Rent Commencement Date. Thereafter, Rent for the previous month shall be due and payable to Landlord on the twentieth (20th) day of each month of each fiscal year measured July 1 through June 30 (“**Fiscal Year**”).

Section 5.03 Net Income. As used herein for the purpose of calculating the Early Termination Fee and to assess any negative impact to the Project from changes to University Policies, the term “**Net Income**” for each Fiscal Year means the amount by which Gross Revenue exceeds Operating Expenses. Net Income shall not include any development costs or depreciation or amortization of such costs.

Section 5.04 Operating Expenses. “**Operating Expenses**” shall mean the sum of GAAP expenditures associated with the management and operation of the Project (excluding amortization and depreciation but including an aggregate per bed annual balance sheet reserve for capital repairs and replacements). Operating Expenses shall consist of the following expenses: marketing; postage and other on-site office expenses, compensation of on-site personnel; a management fee not to exceed an amount equal to three percent (3%) of Gross Revenue during such Fiscal Year (“**Management Fee**”); student amenities; utilities; data/cable; maintenance and repair of the Premises in excess of any insurance proceeds received for repair or replacement of the Premises; landscaping services; taxes; costs of insurance; Replacement Reserve Allocation and actual capital expenditures in excess of the Replacement Reserve Allocation less any insurance proceeds received for capital improvements or replacements of the Premises; payments to Landlord for Rent; and any other costs directly related to the operation of the Premises.

Section 5.05 Late Payment. If Tenant shall fail to pay the Rent or any other amount due under this Lease, when the same is due and payable, such unpaid amount shall bear interest from the due date thereof to the date of payment at the rate of ten percent (10%) per annum (“**Default Rate**”). In no event shall the default rate be higher than the legal limit. The charges under this provision shall be in addition to all of Landlord’s other rights and remedies hereunder or at law and shall not be construed as a penalty.

Section 5.06 Rent Payments. Tenant shall pay Landlord all Rent due hereunder, without offset or abatement and without previous demand, at the office of the Landlord, or at such other address as the Landlord may designate by notice to Tenant. Rent for any partial Fiscal Years or payment periods shall be prorated. If Landlord collects rent under Permitted Leases on behalf of Tenant, then, in the event that Tenant is in default hereunder for failure to pay Rent or other sums due, after the expiration of any applicable cure period, Landlord shall have the right to offset any amounts due and payable to Landlord by Tenant under this Lease against such Rent or other sums due.

Section 5.07 Net Lease. The Rent payable by Tenant under this Lease shall be net to Landlord. Except as otherwise provided in this Lease or another written contract between Landlord and Tenant, all costs, expenses and obligations of every kind and nature whatsoever relating to the Premises, which may arise or become due during the term of this Lease (the “**Expenses**”), shall be paid by the Tenant and Tenant shall indemnify and save Landlord harmless from and against the Expenses.

Section 5.08 Rent Not to Abate. Tenant’s obligation to pay Rent under this Lease shall not be affected by, nor shall the Rent abate or be diminished, reduced, rebated or refunded on account of any want of repair, destruction or damage to the Premises or the Improvements, regardless of the cause or extent of them, or for any inconvenience, discomfort, interruption of business or otherwise arising from the making of alterations, changes, additions or repairs to the Premises or the Improvements, or because of any present or future governmental laws, ordinances, requirements, orders, directives, rules or regulations, or for any other cause or reason.

Section 5.09 Landlord’s Right to Audit. Within sixty (60) days of the end of each Fiscal Year, Tenant shall provide Landlord a written statement showing the Gross Revenue for the preceding Fiscal Year containing a certification by an executive officer of the Tenant Parties of

the statement's truth, accuracy, and completeness ("**Annual Statement**"). The Landlord shall have the right, from time to time, to examine and make copies of records pertaining to the Annual Statement (a "**Rent Audit**"). Upon request of the Landlord to review such records, Tenant shall promptly provide the Landlord with electronic copies of such records reasonably requested. If the Rent Audit discloses any deficiency in the payment of Rent by Tenant ("**Deficient Amount**"), then Tenant shall promptly pay the Landlord the Deficient Amount together with interest at the Default Rate upon demand. If the Deficient Amount is greater than five percent (5%) of the actual Rent due, then Tenant shall reimburse the Landlord for the cost of the Rent Audit. If the Rent Audit shall disclose any overpayment of Rent, the Landlord shall promptly reimburse Tenant for said overpayment.

ARTICLE 6

MANAGEMENT OF THE PREMISES

The Premises shall be operated and maintained in accordance with the terms of that certain Operating Agreement entered into by and between Landlord and Tenant on even date herewith, as such Operating Agreement may be amended, restated, supplemented, replaced or extended. In the event a conflict arises between the Operating Agreement and the Lease, the terms and conditions of the Lease shall have precedence.

ARTICLE 7

LANDLORD OBLIGATIONS

Section 7.01 Generally. Without limiting the generality of the Tenant's obligations to construct, repair, manage and maintain the Premises at Tenant's sole cost and expense as set forth herein and in the Operating Agreement, Landlord has agreed to perform certain obligations and reimburse Tenant for certain expenses specifically set forth below and elsewhere in this Agreement or as may be set forth in the Operating Agreement.

Section 7.02 Landlord Repair and Maintenance Obligations. Landlord agrees that it will:

(a) maintain that portion of the sanitary sewer located on the Premises that serves the Improvements at its expense, to no lesser degree than Landlord undertakes such services or functions at similar locations on the University's campus;

(b) provide snow and ice removal services for the sidewalks and patios located within the Premises in a similar manner with its performance of such services at similar locations on the University's campus; provided, however, that Landlord shall not be responsible for the replacement or repair of any pedestrian sidewalks on the Premises;

(c) maintain the landscaping and lawns in the Premises, all in a similar manner with its performance of such services at similar locations on the University's campus; provided that the Landlord shall not be responsible for the replacement of any trees, bushes or other landscaping on the Premises.

Section 7.03 Tenant's Right to Perform Landlord's Covenants. If Tenant believes Landlord is not fulfilling its obligations with regard to the repair and/or maintenance of the Premises, then, upon reasonable advance notice under the circumstances, Tenant may perform said services and the parties shall resolve any disputes as to whether (a) Landlord has failed to fulfill the foregoing obligations and (b) if in the event that it is determined that Landlord has failed to fulfill such obligations, damages incurred by Tenant as a result of such failure, first by engaging in negotiation under Section 24.02, and if necessary by mediation under Section 24.03.

ARTICLE 8

REPAIRS, MAINTENANCE AND ALTERATIONS

Section 8.01 Repairs and Maintenance. Except for the obligations of Landlord specifically set forth herein, Tenant, at its sole cost and expense, shall keep, manage and maintain all portions of the Premises in a "**Class A Condition**" as defined by 2010-2012 BOMA Standards. Tenant's obligations apply to all interior and exterior areas of the Premises, all structural and non-structural elements, and include, but are not limited to, heating, air conditioning and ventilating systems, plumbing and electrical systems, communications systems and elevators. In addition, Tenant will provide snow and ice removal services for the sidewalks and patios located within the Premises; maintain the landscaping and lawns of the Premises; and maintain and repair the outdoor amenities installed by Tenant on the Premises. Tenant's obligations to maintain the Premises shall include the obligation to repair, restore and replace elements of the Premises from time to time in order to keep the Premises in a Class A Condition. Tenant shall maintain a schedule outlining expected future repairs, replacements and capital improvements for the Premises and the timeframe in which such matters are expected to be accomplished (the "**Repair, Replacement and Capital Improvement Schedule**"), which shall be reviewed and approved by Landlord. Tenant's obligations under this Article shall apply to all maintenance matters, ordinary and extraordinary, and foreseen and unforeseen. Any repairs performed by Tenant shall be at least equal in quality and class required for the original Work. Tenant shall manage and maintain the Premises as would a prudent owner and shall not commit, or allow any of its employees, tenants, visitors, invitees or other occupants of the Premises to commit, any waste or any nuisance on the Premises, or permit any part of the Premises to be used for any dangerous, obnoxious or offensive trade or business, and shall not permit any damaged structures to remain on the Premises for any unreasonable period of time.

Section 8.02 Alterations, Improvements and Additions. Upon completion of the construction of the Improvements, Tenant shall not make any alterations, improvements or additions to the exterior of the Premises (collectively "**Alterations**") without the prior written consent of Landlord, which consent will not be unreasonably denied, withheld, delayed or conditioned; provided, however, that the prior written consent of Landlord shall not be required for routine repairs, replacements or non-structural alterations that do not change the exterior appearance of the Premises. Tenant's request to Landlord for permission to make Alterations shall be accompanied by reasonably detailed plans and specifications in light of nature of the proposed Alterations involved, estimated costs and the identity of the contractors who shall perform the work. Landlord will promptly respond to Tenant's request and will make good faith efforts to complete its approval process within forty-five (45) days. Any alterations permitted by Landlord

shall be at least equal in quality and class to the original Work and as required for the original Work shall be consistent with permitted uses of the Premises as provided in Article 4.

Section 8.03 Capital Improvement and Replacement Schedule. Tenant shall maintain the Capital Improvement and Replacement Schedule, amending as necessary to provide an updated five (5) year outlook that forecasts the funds needed on an annual basis for capital replacement and improvements to the Premises. Tenant will provide the Capital Improvement and Replacement Schedule to Landlord for review and approval on a periodic basis and no less than annually. Each year, Tenant shall include in operating expenses a Replacement Reserve Allocation, which shall be \$200 per bed in the first year of operations of the Premises, escalating by CPI annually thereafter. Upon the expiration or earlier termination of this Lease the Replacement Reserve Allocation Excess, which is the amount by which the cumulative annual Replacement Reserve Allocation exceeds the cumulative actual capital expenditures on the Project, shall be transferred to Landlord for its use to demolish or refurbish the Project.

ARTICLE 9

TAXES AND UTILITY EXPENSES

Section 9.01 Taxes.

(a) Pursuant to applicable Idaho law, the Premises is entitled to certain tax exemptions, credits or abatements as a result of the use of the Premises for dedicated on-campus student housing for the University (the “**Tax Exemptions**”). The parties acknowledge and agree that the Premises is entitled to all benefits that result from the Tax Exemptions, and further acknowledge and agree that the financial feasibility of the Project is dependent upon the availability of the Tax Exemptions. In the event that, at any point during the Term, (i) it is determined that the Premises is not entitled to the Tax Exemptions; or (ii) the University is compelled by legal process to agree to any payments in lieu of Taxes with respect to the Premises in connection with the Tax Exemptions (and the University shall not voluntarily agree to payments in lieu of Taxes with respect to the Premises); or (iii) it is determined that the Tax Exemptions are otherwise unavailable, then the parties will work cooperatively to reach the best solution for the economic viability of the Project and affordability of students with the following options implemented in the following order: (A) the parties will explore alternate legal structures for the operation and ownership of the Premises that result in a Tax Exemption; (B) the parties will assess then current market conditions to determine if it is feasible and advisable to increase the student resident rent to offset the adverse impact of additional taxes on the Premises; and if the prior two options are not feasible or advisable, (C) Landlord and Tenant shall adjust the Base Rent in an amount equal to the annual Tax burden resulting from the denial, termination or change in expected Tax Exemption, provided, however, that if Tenant in future years is once again meeting the pro forma projections without abatement, the University shall receive all excess above Tenant’s projected IRR until it has been repaid the amount of abated rent and once each party has been made whole, rentals shall return to the rental amounts provided in the Lease with no abatement. If the sums that would have otherwise been remitted to the University as Base Rent are not sufficient to meet the tax expense, then Landlord and Tenant will agree to reductions in the Percentage Rent to equal the annual tax burden, up to the elimination of Percentage Rent. Notwithstanding the foregoing, any obligation of Landlord under this section is expressly limited by Section 27.11

hereof (Non-Recourse Agreement), and the Landlord shall have no obligation hereunder beyond the Annual Project Revenues.

(b) Notwithstanding the foregoing, on behalf of Landlord, Tenant shall pay and discharge punctually when due all taxes, if any, any payments in lieu of taxes, assessments, water and sewer rents, rates and charges, vault license fees or rentals, levies, license and permit fees and all other governmental impositions and charges of every kind and nature whatsoever, extraordinary as well as ordinary, foreseen and unforeseen, which shall be charged, levied, laid, assessed, imposed upon, become due and payable out of or in respect of, or become liens upon the whole or any part of the Premises, together with all interest and penalties, under all present or future laws, ordinances, requirements, orders, directives, rules or regulations or the federal, state, county, and city governments and of all other governmental authorities whatsoever as well as and including all payments in lieu of any of the foregoing (the “**Taxes**”). With the prior written consent of Landlord, in the Landlord’s sole and absolute discretion, Tenant may, at its sole cost and expense, seek a tax abatement, tax credit or other tax exemption that is or may become available for the Premises, other than the Tax Exemptions.

Section 9.02 Time for Payments. Tenant shall be deemed to have complied with the covenants of this Article if the Taxes are paid before any fine, penalty, interest or cost may be added to them. Tenant shall produce and exhibit to Landlord reasonable evidence of payment on Landlord’s request.

Section 9.03 Tenant’s Right to Contest Taxes. With the exception of payment in lieu of taxes or other tax abatement or bond financing related matters, which shall require the prior approval of Landlord, which may be withheld in Landlord’s sole and absolute discretion, Tenant shall have the right to contest or review, in good faith, all Taxes by appropriate legal proceedings, or in such other manner as may be appropriate; provided that Tenant shall promptly pay all Taxes when due. Tenant shall conduct the proceedings diligently, at its own cost and expense. Landlord shall execute all documents reasonably necessary for the proceedings, at Tenant’s sole cost and expense.

Section 9.04 Right to Refund of Taxes. With the exception of the Tax Exemption, any savings, credits, refunds or rebates obtained as a result of any tax abatement or other tax exemption being obtained for the Premises shall belong to Tenant for use at the Premises.

Section 9.05 Utilities. Tenant shall pay and discharge punctually all water and sewer rents, rates and charges and all charges for steam, heat, gas, hot water, electricity, light and power, and any and all other services and utilities furnished to the Premises.

ARTICLE 10

COMPLIANCE WITH APPLICABLE LAWS

Section 10.01 Compliance by Tenant.

(a) Tenant, at its sole cost and expense, shall (i) promptly comply with all present and future laws, ordinances, codes, requirements, orders, directives, rules, regulations and permits of all federal, state, county, city, and town governments, and of all other governmental

authorities, agencies, departments, boards and officers, or any other body or bodies (each, a “**Public Authority**”) which may exercise similar functions, foreseen and unforeseen, ordinary and extraordinary, applicable to the Premises or any part thereof or to its use, or to the operations or activities of Tenant, including Permitted Tenants, upon the Premises, whether in force at the commencement of the term of this Lease or passed, enacted, directed, issued or amended in the future including, without limitation, Environmental Laws, whether or not such requirements are actually imposed upon Landlord or Tenant, and whether or not compliance shall require structural changes and (ii) comply with the University policies listed on Exhibit F (the “**University Policies**”); provided, however, that Tenant shall not be required to comply with any future amendments to the University Policies within the discretion of the University, if such future amendment would cause a materially adverse economic impact on Tenant’s Net Income unless such policy is necessitated by the State Board of Education action, policy, or directive or necessary for the University to comply with laws, policies, directives or regulations applicable to the University and the Project ((i) and (ii), collectively, the “**Requirements**”). Tenant shall pay all costs, expenses, liabilities, obligations, losses, damages, fines, penalties, charges, claims and demands, including, without limitation, costs associated with administrative and judicial proceedings, and reasonable fees of architects, engineers, consultants and attorneys, that may in any manner arise from or be imposed resulting from the failure of Tenant to comply with this Article or as are imposed upon Tenant by a Public Authority. Landlord shall reasonably cooperate, without expense to Landlord, with Tenant in complying with the Requirements.

(b) Tenant shall comply with the requirements of all policies of public liability, fire and all other policies of insurance maintained by Tenant with respect to the Premises. Tenant shall promptly take steps to remedy or prevent any violation or attempted violation which is known to Tenant of the provisions of this Section by any subtenant of the Premises, including Permitted Residents.

Section 10.02 Challenge of Validity. Upon prior written notice to Landlord, Tenant shall have the right to contest by an appropriate legal action, case or proceeding (a “**Proceeding**”) diligently conducted in good faith, without cost or expense to Landlord, the validity or application of the Requirements. If compliance with the Requirements may be delayed during the Proceeding without the incurrence of any Lien, charge or liability of any kind against the Premises and without subjecting Tenant or Landlord to any liability, civil or criminal, for failure to comply with them, Tenant may delay compliance with them until the final determination of the Proceeding.

Section 10.03 Survival. The provisions of this Article 10 shall survive the expiration or earlier termination of this Lease for one (1) year, and thereafter Tenant shall have no further liability to Landlord except as otherwise expressly provided for herein.

ARTICLE 11

COVENANT AGAINST LIENS

Section 11.01 Tenant’s Obligations to Discharge. Tenant shall promptly (and in any event within twenty (20) days of the date of filing), (a) furnish a bond satisfactory for the release of any filed mechanic’s, laborer’s, or materialman’s lien, other encumbrance lien or charge upon the Premises, or any part of it (a “**Lien**”) or (b) otherwise obtain a release or discharge any Lien.

Section 11.02 Landlord's Rights to Discharge. If any Lien shall be filed against the Premises, or any part of it, and Tenant has not discharged it of record or posted a bond satisfactory to Landlord to assure its discharge in accordance with Section 11.01 within twenty (20) days after the date on which the Lien is filed, then Landlord, in addition to any other right or remedy it may have, and without waiving its rights to declare a default, may discharge the Lien of record by bonding or otherwise. Any amounts paid by Landlord in the discharge by bonding of the Lien if Tenant fails to do so as required above, including, but not limited to, penalties, interest, costs, expenses, allowances and reasonable attorney's fees shall be paid by Tenant to Landlord on demand.

Section 11.03 Tenant's Indemnification against Liens. Tenant shall indemnify and hold harmless Landlord against any and all damages, losses and expenses (including, but not limited to, penalties, interest, costs, allowances and reasonable attorney's fees) arising from or incurred as a result of any Lien or claim asserted by any third party.

Section 11.04 No Implied Consent of Landlord. Nothing in this Lease shall be construed as the consent or request of Landlord, express or implied, by inference or otherwise, to any contractor, subcontractor, laborer or materialman for the performance of any labor or the furnishing of any material for any improvement, alteration or repair of the Premises, or any part of it.

Section 11.05 Landlord's Obligations to Discharge. If, as a result of Landlord's actions, a Lien is placed against the Land, Landlord shall promptly (and in any event within twenty (20) days of the date of filing), (a) furnish a bond satisfactory for the release of the Lien, or (b) otherwise obtain a release or discharge the Lien.

Section 11.06 Tenant's Rights to Discharge. If, as a result of Landlord's actions, a Lien is placed against the Land, and Landlord has not discharged it of record or posted a bond satisfactory to Tenant to assure its discharge in accordance with Section 11.05 within twenty (20) days after the date on which the Lien is filed, then Tenant, in addition to any other right or remedy it may have, may discharge the Lien of record by bonding or otherwise. Any amounts paid by Tenant in the discharge by bonding of the Lien if Landlord fails to do so as required above, including, but not limited to, penalties, interest, costs, expenses, allowances and reasonable attorney's fees shall be paid by Landlord to Tenant on demand.

ARTICLE 12

ENTRY ON PREMISES BY LANDLORD

Subject to the rights of the Permitted Residents under the terms of the Permitted Leases, Tenant shall permit Landlord and its authorized representatives to have reasonable access to the Premises at all reasonable times for the purposes of (a) inspecting them, or (b) upon five (5) days prior notice to Tenant (except in the case of an emergency, for which no prior written notice is required), making any necessary repairs required under Article 7 of this Lease or performing any other work that may be reasonably necessary because of Tenant's Default of Tenant's obligations hereunder with respect to the making of required repairs. Landlord's right of entry shall not imply

any duty on its part to perform any repairs or work and shall not constitute a waiver of any Default of Tenant.

ARTICLE 13

ASSIGNMENT AND SUBLETTING

Section 13.01 Assignment and Subletting.

(a) Except as otherwise set forth in this Article 13, Tenant shall not assign this Lease or, except to Permitted Residents, sublet the whole or any part of the Premises, without the prior written consent of Landlord, which consent may be granted, conditioned or withheld in the Landlord's sole and absolute discretion for any reason or no reason at all, and any such purported assignment or sublease in violation of this Lease shall be null and void and of no effect. An assignment shall include any transfer of this Lease, whether voluntary or involuntary or by operation of law. Notwithstanding the foregoing, Tenant may assign this Lease to another Tenant Party (including affiliate Tenant Parties formed following the Commencement Date or joint venture entities that are controlled by a Tenant Party), so long as Guarantor (or any permitted substitute or replacement guarantor) continues to guarantee the performance of such Tenant Party in the same manner as it guarantees Tenant's obligations hereunder.

(b) The occurrence of a Change in Control of Tenant, Parent or Guarantor shall not be deemed to be an assignment of this Lease; provided that following the Change in Control, Parent or Guarantor meets the financial standards of a Qualified Assignee and assumes all of the obligations of this Lease and any other agreements related to the Premises (a "**Permitted Change in Control**"). A Permitted Change in Control shall not trigger any rights of Landlord to terminate this Lease. Landlord agrees not to seek equitable relief or take any other action to delay or hinder a Change in Control of Parent.

(c) To the extent permitted by law and subject to Landlord's termination right set forth in Section 13.02, after Substantial Completion of the Improvements and so long as there is no pending Event of Default, Tenant has the right to assign or sublet this Lease, provided all of the following conditions are satisfied (a "**Permitted Assignment**"):

- (i) the assignment or sublease is to a Qualified Assignee; and
- (ii) the use of the Premises by the Qualified Assignee shall comply with the use restrictions contained in Article 4 of this Lease and with all other terms and conditions of this Lease; and
- (iii) a Tenant Event of Default shall not exist under this Lease; and
- (iv) the Qualified Assignee, in a document reasonably satisfactory to Landlord and in recordable form, shall agree to faithfully perform and be bound by all of the terms, conditions, covenants, provisions and agreements of this Lease; and
- (v) the Qualified Assignee, in a document reasonably satisfactory to Landlord, shall agree not to finance its acquisition of the Improvements and assumption or sublease

of this Lease in a manner that would adversely impact the debt capacity or credit rating of the University, without the prior written consent of the University, which consent may be granted or withheld in the University's sole and absolute discretion; and

(vi) any sublease shall provide that it is subject to the terms and conditions of this Lease and may, at Landlord's option after the termination or expiration of this Lease, require the sublessee to attorn to Landlord.

(d) Landlord's consent to a Permitted Assignment shall be given promptly and in any case, within sixty (60) days. Landlord's consent to any assignment or sublease shall not constitute or be deemed its consent, nor constitute a waiver of the requirement of its consent, to any subsequent assignment or sublease.

(e) Tenant shall not assign any of its rights under this Lease separate from any Permitted Assignment.

(f) A Permitted Assignment shall relieve Tenant of any liability arising under this Lease for acts, errors or omissions occurring on or after the effective date of the assignment.

(g) Notwithstanding anything to the contrary contained in this Lease, no Permitted Lease shall be considered an assignment of or a sublease under this Lease requiring Landlord's consent, except as required under Article 4.

(h) For purposes of this Lease, the following terms shall have the following definitions:

(i) **"Change in Control"** shall mean a merger or consolidation of a party, or any entity which controls such party, with or into another person, corporation or other entity, in which the party, or any entity which controls such party, shall not be the surviving entity.

(ii) **"Qualified Assignee"** shall mean a person or entity unaffiliated with the Tenant Parties that, as of the date of the proposed assignment or transfer: (A) has a net worth of at least \$75,000,000 (which condition may be satisfied on a consolidated basis with an affiliate guarantor which guarantees the obligations of such entity) and (B) has at least five (5) years of experience owning, managing and operating student housing facilities comparable to the Premises, or retains a third party management company with such experience pursuant to a management agreement reasonably satisfactory to Landlord; provided that the Landlord shall have the right to approve the entity responsible for the management of the Premises following the assignment, which approval shall be reasonable under the then current circumstances; and (C) is not a Disqualified Assignee. Lessee will provide or cause to be provided to Lessor, not less than sixty (60) days before any proposed assignment, (i) a written request for approval of the proposed assignment, (ii) the name of the proposed assignee, (iii) financial statements and information regarding the proposed assignee and any proposed lease guarantor, all in form satisfactory to Lessor, and (iv) the terms of such proposed assignment.

(iii) **"Disqualified Assignee"** shall mean a proposed assignee if any of the principals or officers of the assignee or the assignee: (A) is listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Assets Control ("OFAC")

and/or on any other list of terrorists or terrorist organizations maintained pursuant to any of the rules and regulations of OFAC or pursuant to any other applicable legal authority (such lists are collectively referred to as the “Lists”); (B) is an individual, corporation, partnership, limited liability company, unincorporated organization, government or any agency or political subdivision thereof or any other form of entity (individually or collectively as the context requires, a “Person”) who has been determined by competent authority to be a Person with whom a U.S. Person is prohibited from transacting business, whether such prohibition arises under U.S. law, regulation, executive orders or any lists published by the United States Department of Commerce, the United States Department of State including any agency or office thereof; (C) is owned or controlled by, or acts for or on behalf of, any Person on the Lists or any other Person who has been determined by competent authority to be a Person with whom a U.S. Person is prohibited from transacting business, whether such prohibition arises under U.S. law, regulation, executive orders or any lists published by the United States Department of Treasury or the United States Department of State including any agency or office thereof; or is under investigation by any governmental authority for, or has been charged with, or convicted of, money laundering, drug trafficking, terrorist-related activities, any crimes which in the United States would be predicate crimes to money laundering, or any violation of any Anti-Money Laundering Laws. For purposes hereof, “U.S. Person” means any United States citizen, any entity organized under the laws of the United States or its constituent states or territories, or any entity, regardless of where organized, with a principal place of business within the United States or any of its territories. For purposes hereof, “Anti-Money Laundering Laws” means those laws, rules, regulations, orders and sanctions, state and federal, criminal and civil, that (i) limit the use of and/or seek the forfeiture of proceeds from illegal transactions; (ii) limit commercial transactions with designated countries or individuals believed to be terrorists, narcotic dealers or otherwise engaged in activities contrary to the interests of the United States; or (iii) are designed to disrupt the flow of funds to terrorist organizations. Such laws, regulations and sanctions are deemed to include, but not be limited to: the Executive Order Number 13224 on Terrorism Financing (September 23, 2001), the Patriot Act; the Currency and Foreign Transactions Reporting Act (also known as the Bank Secrecy Act, 31), the Trading with the Enemy Act, 50 U.S.C. Appx. Section 1 *et seq.*, the International Emergency Economics Powers Act, 50 U.S.C. Section 1701 *et seq.*, and the sanction regulations promulgated pursuant thereto by OFAC, as well as laws relating to prevention and detection of money laundering in 18 U.S.C. Sections 1956 and 1957, as amended.

An assignee will also be a Disqualified Assignee under the following circumstances: (i) if it is debarred or suspended from doing business with the federal government or any state or local government or has been disbarred or suspended at any time during the five years preceding the assignment; (ii) if it has been convicted of any crime in any jurisdiction in which the possible sentence is greater than three years; (iii) if it has (A) commenced a voluntary case, or had entered against it a petition, for relief under any federal bankruptcy act or any similar petition, order or decree under any federal or state law or statute relative to bankruptcy, insolvency or other relief for debtors, (B) caused, suffered or consented to the appointment of a receiver, trustee, administrator, conservator, liquidator or similar official in any federal, state or foreign judicial or non-judicial proceedings, to hold, administer and/or liquidate all or substantially all of its property, or (C) made an assignment for the benefit of creditors.

Section 13.02 Landlord’s Right to Terminate Lease Upon Bona Fide Offer.

(a) In the event that Tenant shall receive a Bona Fide Offer at any time during the Term, Tenant shall give Landlord written notice (the “**Bona Fide Offer Notice**”) of the terms of the offer, including (i) the name and address of the proposed transferee, (ii) the consideration offered and (iii) all other material terms and conditions of the transfer. For purposes hereof, a “**Bona Fide Offer**” shall mean a written offer from a Qualified Assignee to purchase the Improvements and assume all of the Tenant Parties’ rights in and obligations under this Lease in a transaction meeting the requirements of a Permitted Assignment, which Tenant is willing to accept.

(b) Upon receipt of the Bona Fide Offer Notice, Landlord shall have the right (i) to terminate this Lease upon the payment to Tenant of an amount equal to the Bona Fide Offer, or (ii) to permit Tenant to transfer this Lease to the Qualified Assignee pursuant to the Bona Fide Offer. If Landlord wishes to terminate this Lease, then within ninety (90) days of Landlord’s receipt of the Bona Fide Offer Notice (the “**Election Period**”), Landlord shall provide Tenant with a binding offer to exercise its right to terminate this Lease upon payment of the Bona Fide Offer amount (the “Election Notice”).

(c) If Landlord elects to terminate this Lease by delivery of the Election Notice, Landlord shall pay to Tenant an amount equal to the Bona Fide Offer. Landlord’s termination of this Lease shall occur no later than one hundred eighty (180) days after Landlord’s receipt of the Bona Fide Offer Notice (such 120-day period, the “**Bona Fide Offer Termination Period**”).

(d) If Landlord (i) provides written notice to Tenant that it does not desire to terminate this Lease or fails to exercise its right to deliver the Election Notice during the Election Period; (ii) or, having properly indicated a desire to terminate this Lease, thereafter fails to terminate this Lease during the Bona Fide Offer Termination Period, Tenant may transfer this Lease to the Qualified Assignee on the terms stated in the Bona Fide Offer free from the termination right set forth in this Section 13.02; provided, however, that if such transaction is not consummated within one (1) year after the expiration of the Election Period or the Bona Fide Offer Termination Period, as applicable, Tenant’s right to transfer pursuant to such Bona Fide Offer shall expire, and the right to terminate this Lease must again be offered to Landlord pursuant to this Section 13.02.

(e) Tenant covenants that it shall accept no Bona Fide Offer or convey any of its rights in or obligations under this Lease until it has complied with the terms of this Section 13.02. Any conveyance of Tenant’s rights in and obligations under this Lease made in the absence of full satisfaction of this Section 13.02 shall be null and void and of no effect. Landlord may enforce this Section 13.02, without limitation, by injunction, specific performance or other equitable relief.

(f) Landlord’s election not to exercise its right to terminate this Lease shall not prejudice Landlord’s rights hereunder as to any further Bona Fide Offer. The terms and conditions contained in this Section 13.02 shall be binding upon the successors and assigns of Tenant.

(g) In the event such transaction is not fully consummated within the time provided for in such Bona Fide Offer, or in the event that the terms of such Bona Fide Offer are modified, then Landlord’s right to terminate this Lease shall remain in full force and effect, and

Tenant shall be obligated to submit to Landlord any such modified Bona Fide Offer or any subsequent Bona Fide Offer, in accordance with the provisions of subsection (a) of this Section 13.02.

ARTICLE 14

HOLDING OVER

In the event Tenant shall remain in occupation of the Premises after the expiration or earlier termination of this Lease, and in addition to having the right to remove the Tenant in any manner permitted by law, and in addition to all other rights Landlord may have in law, in equity, and under this Lease, Tenant shall be liable to Landlord for all Rent during any period of holdover in the amount equal to one hundred ten percent (110%) times the Rent payable immediately prior to such expiration or termination, and the tenancy created by acceptance of the rent and such holding over shall be that of a tenancy from month to month only.

ARTICLE 15

SURRENDER

Upon the expiration or earlier termination of the term of this Lease, Tenant shall, subject to the rights of Permitted Residents under Permitted Leases, quit and peacefully surrender and deliver to Landlord the possession and use of the Premises, without delay, in good order, condition and repair, except for reasonable wear and tear and free and clear of all liens, encumbrances and charges, and all rights of Tenant under this Lease and in the Improvements shall terminate and Tenant shall convey its fee interest in the Improvements to Landlord by deed pursuant to the laws of the State of Idaho. Tenant shall not remove any Personal Property, or any additions to or replacements thereof made during the Term of this Lease, and shall only remove its proprietary or confidential information and documents. Notwithstanding the termination of the Lease, Tenant shall remain liable to Landlord for any loss or damage suffered by the Landlord because of any Default of Tenant. Upon surrender, Tenant shall assign to Landlord or Landlord's designee all Permitted Leases, subleases and other agreements and rights relating to the operation or use of the Premises, or Tenant's interest in them, as Landlord may request. The provisions of this Article shall survive for one (1) year following the expiration or earlier termination of this Lease. Tenant shall cooperate with Landlord to provide any documentation reasonably requested by Landlord for surrender of the Premises to ensure that Landlord has good and lawful title to the Premises following termination of the Lease.

ARTICLE 16

SIGNS; NAMING RIGHTS; ADDITIONAL HOUSING

Section 16.01 Signs. Tenant shall not install or replace, nor permit the installation or replacement by others, of any signs or advertising matter visible from the exterior of the Premises without the prior written consent of Landlord, which consent will not be unreasonably denied, withheld, delayed or conditioned, so long as such signs conform to the University's design standards for similar signs on its campus and with the University's regulations on use of the

University name and marks. Tenant shall comply with all applicable requirements of governmental and Landlord authorities and policies having jurisdiction and shall obtain all necessary governmental approvals prior to the installation or replacement of any sign or other advertising matter permitted by Landlord.

Section 16.02 Naming Rights. Landlord shall retain all naming rights and Tenant shall cooperate with Landlord in the naming of any portion of the Premises, with Tenant being permitted to have a representative serve as an ad hoc member of the naming committee. All money related to the naming rights shall remain the Landlord's. The naming of all Improvements shall comply with Landlord's naming rights policies. Any costs related to a change in the name of the Premises after Substantial Completion shall be paid by Landlord. Tenant shall permit Landlord to install new project signs associated with naming rights at the Landlord's sole cost and expense. Such approval from Tenant for the installation of signs shall not be unreasonably withheld or delayed.

Section 16.03 Additional University On-Campus Housing. Conditioned upon Tenant meeting all of its contractual obligations with regard to the Project, if the University desires to expand the Project by three hundred (300) beds, the University shall, to the extent permitted by applicable state laws and University Purchasing Policy, offer a right of first offer to Tenant for such expansion with the goal of incorporating the additional 300 beds into this Lease and the Project Operating Agreement. The University agrees that for a period of fifteen (15) years from the first date that the Project is occupied by Student Residents, any increase in the total number of undergraduate beds on the University's campus (other than the contemplated 300 bed increase described above) will be undertaken in a commercially reasonable manner, which will include the University engaging and following the recommendations of a qualified third party, which shall be approved by Tenant, to conduct an analysis of the need for additional on-campus undergraduate student housing and a determination that such additional housing will not materially adversely impact the Gross Revenue of the Project. The University shall have the right, but not the obligation to engage in negotiations with EdR and permit EdR to make a first offer for such additional development prior to discussions with third parties. The University agrees that as a condition precedent to constructing any additional on-campus housing the Project must have achieved proforma results for the prior three Fiscal Years. In addition, any additional on-campus housing shall not be exempted for any reason, including the terms of any financing instrument, from the University's agreement to treat all on-campus housing (including the Project) on a pari passu basis with respect to room assignments and summer conferences, except as affected by student preference.

ARTICLE 17

INDEMNITY

Section 17.01 Tenant's Indemnification of Landlord.

(a) Tenant shall defend with competent counsel, indemnify and hold harmless the University, the State of Idaho, and the State Board of Education, and its trustees, officers, agents, employees and affiliated and support entities from and against any and all liabilities, obligations, losses, damages, fines, penalties, claims, demands, costs, charges and expenses, including, without limitation, reasonable fees of architects, engineers, consultants and attorneys

and costs associated with administrative and judicial proceedings incurred by Landlord relating to Tenant's obligations under this Lease, which may be imposed upon, incurred by or asserted against Landlord in connection with any of the following (collectively, the "Claims"):

(i) Any work done in, on or about the Premises or the Construction Easement Areas;

(ii) Any use, non-use, possession, occupation, condition, operation, maintenance or management of the Premises, the Construction Easement Areas or any part thereof, except where such claims are a result of the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees;

(iii) Any act or omission of Tenant or any of its agents, concessionaires, contractors, servants, employees, or invitees excluding the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees;

(iv) Any accident, injury or death to any person or damage to any property occurring in, on or about the Premises or the Construction Easement Areas, except resulting from the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees; or

(v) Any failure by Tenant to perform or comply with any of the covenants, agreements, terms, provisions, conditions or limitations in this Lease required by the provisions of this Lease to be complied with or performed by Tenant.

(b) In addition to, and without limiting the generality of, the foregoing provisions of this Article, Tenant shall indemnify, and hold harmless the University, the State of Idaho, and the State Board of Education, and its trustees, officers, agents, employees and affiliated and support entities, from and against all claims which may be imposed upon, incurred by or asserted against Landlord, arising out of (i) the use, generation, storage, Release, or disposal of Hazardous Materials (defined below) on or about the Premises or the Construction Easement Areas by or on behalf of Tenant during Tenant's use of the Premises or the Construction Easement Areas including, without limitation, the cost of any required or necessary decommissioning, repair, cleanup, or remediation and the preparation of any closure or other required plans, whether such action is required or necessary prior to or following the termination of this Lease, (ii) any Release or threatened Release during Tenant's use of the Premises or the Construction Easement Areas of such Hazardous Materials at, on, to, or into the Premises or the Construction Easement Areas, including groundwater, or from the Premises or the Construction Easement Areas on, to, or into any adjoining property or other property, including groundwater, (iii) the failure by Tenant, any subtenant or any person claiming under Tenant to comply with any of the Requirements of this Lease, including without limitation all Environmental Laws, or the common law; or (iv) any and all damage to natural resources or real property and/or harm or injury to any person resulting or alleged to have resulted from (A) any Release or threatened release during Tenant's use of the Premises or the Construction Easement Areas of such Hazardous Materials in violation or breach of this Lease or any Environmental Law, and/or (B) such failure during Tenant's use of the Premises or the Construction Easement Areas to comply with, or otherwise arising under, any of the Requirements, including without limitation all Environmental Laws, or the common law.

(c) For purposes of this Lease, the following terms shall have the following definitions:

(i) **“Environmental Law”** means any applicable present or future federal, state or local law, statute, rule, regulation or ordinance relating to the regulation, pollution, preservation or protection of human health, safety, the environment, or natural resources or to emissions, discharges, Releases or threatened Releases of pollutants, contaminants, Hazardous Materials or wastes into the environment (including ambient air, soil surface water, ground water, wetlands, land or subsurface strata).

(ii) **“Hazardous Materials”** means and includes any (a) ”hazardous substances”, “pollutants” or “contaminants” (as defined in the United States Comprehensive Environmental Response, Compensation, and Liability Act, 42 U.S.C. §9601, *et seq.* (“**CERCLA**”), or the regulations pursuant to CERCLA), including any element, compound, mixture, solution, or substance which is or may be designated pursuant to Section 102 of CERCLA; (b) all substances which are or may be designated pursuant to the Federal Water Pollution Control Act, 33 U.S.C. §1251 *et seq.* (“**FWPCA**”); (c) any hazardous waste having the characteristics which are identified under or listed pursuant to Federal Resource Conservation and Recovery Act, 42 U.S.C. §6901, *et seq.* (“**RCRA**”) or having such characteristics which shall subsequently be considered under RCRA to constitute a hazardous waste; (d) any substance containing petroleum, as that term is defined in RCRA; (e) any toxic pollutant which is or may be listed under FWPCA; (f) any hazardous air pollutant which is or may be listed under the Clean Air Act, 42 U.S.C. §7401 *et seq.*; (g) any imminently hazardous chemical substance or mixture with respect to which action has been or may be taken pursuant to the Toxic Substances Control Act, 15 U.S.C § 2601 *et seq.*; (h) any substance or mixture subject to regulation under the Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. § 136 *et seq.*, (i) waste oil and other petroleum products; (j) any asbestos, urea formaldehyde, or polychlorinated biphenyls, or material which contains one or more of such substances; or (k) any other materials, chemicals, substances, products, or wastes which are now or hereafter either (i) deemed by any governmental authority with appropriate jurisdiction over Tenant to be, under any applicable Environmental Law, contaminants or pollutants, or hazardous, toxic, radioactive, ignitable, reactive, corrosive, or otherwise harmful to the environment or (ii) otherwise regulated pursuant to any applicable Environmental Law.

(iii) **“Release”** means any release, issuance, disposal, discharge, dispersal, leaching or migration into the indoor or outdoor environment or into or out of any property, including the movement of Hazardous Materials through the air, soil, surface water, ground water or property other than as specifically authorized by and in compliance with all Environmental Laws.

(d) If any action or proceeding is brought against Landlord because of any one or more of the claims described above in this Section 17.01, Tenant, at its sole cost and expense, upon written notice from Landlord, shall defend that action or proceeding by competent counsel reasonably acceptable to Landlord and approved by Landlord in writing.

Section 17.02 Landlord’s Remediation Obligations. Except as to the presence of Hazardous Materials actually discovered by Tenant in the development and construction of the

Improvements and provided for in the Plans, if Hazardous Materials are discovered on the Land during the Term of this Lease, and such Hazardous Materials are shown to have been present prior to the commencement of this Lease or such Hazardous Materials are the result of a Release caused by Landlord, Landlord will at its own expense conduct any actions necessary to remediate the Hazardous Materials on the Land to a concentration level approved by the relevant governmental authority.

Section 17.03 Survival. The provisions of this Article shall survive the expiration or earlier termination of this Lease with respect to events, acts or omissions during Tenant's Use Period.

ARTICLE 18

INSURANCE

Section 18.01 Property Insurance.

(a) During the Term, Tenant shall procure and maintain physical damage insurance covering the Premises through the policies purchased by Tenant as an Operating Expense, in an amount equal to at least one hundred percent (100%) of the replacement cost of the Premises. Such insurance shall contain broad form coverage as may be customary for like properties in the vicinity from time to time during the term of this Lease. Tenant expressly acknowledges and agrees that the replacement value must include all changes or additions necessary to meet then current building codes and applicable laws, including but not limited to Environmental Laws.

(b) At the request of Landlord, and at the sole cost and expense of Tenant as an Operating Expense, the replacement value of the Improvements shall be determined from time to time, but not more frequently than once every five (5) years, by an insurance appraiser mutually acceptable to Landlord and Tenant. Tenant shall promptly notify Landlord in writing of such determination.

(c) Tenant hereby waives any right of recovery from Landlord, the State of Idaho, the Idaho State Board of Education, its officers, and employees (collectively, the "**Landlord Parties**") and releases and discharges Landlord Parties from all claims, damages, losses or demands whatsoever which Tenant may have or acquire arising out of damage to or destruction of the Premises or Tenant's business caused by fire or other perils unless such loss or damage shall have been caused by the negligence or willful misconduct of the Landlord Parties and not covered by Tenant's insurance.

(d) Tenant shall have a waiver of subrogation clause endorsed to and made a part of its property insurance policy or policies.

(e) The insurance policies required by this Sections 18.01 shall name Landlord, the Idaho State Board of Education and the State of Idaho as an additional insured.

(f) Tenant shall be responsible from dollar one for any deductible amount for which coverage is not available under the insurance maintained pursuant this Section 18.01.

Tenant shall be permitted to increase or decrease such deductible amount from time to time on a commercially reasonable basis; provided that Tenant shall provide Landlord at least thirty (30) days prior written notice of any change in the deductible amount payable by Tenant.

Section 18.02 Other Insurance. Tenant, at its sole cost and expense, shall procure and maintain during the term of this Lease, the following policies of insurance:

- (a) Worker's Compensation and Employers Liability as required by state law;
- (b) Disability Benefits as required by law;
- (c) Customary business interruption insurance for continuing expenses including Rent described under Article 6;
- (d) Commercial General Liability written on an occurrence basis with limits of \$1,000,000 per occurrence and a \$3,000,000 aggregate including, but not limited to, coverage for bodily injury, personal injury, property damage, ongoing and completed operations, products and contractual liability referring to this Lease;
- (e) Automobile Liability with a \$1,000,000 combined single limit for bodily injury or property damage covering vehicles owned, non-owned, hired or otherwise used or furnished for the use of the Tenant, its associates, employees, representatives, volunteers or agents;
- (f) An Umbrella follow form liability insurance policy or policies that shall increase to \$50,000,000 the limits of coverage provided by the insurance required by subsections (c) and (d) of this Section 18.02; and
- (g) Professional Liability / Errors and Omissions insurance written on an occurrence basis with limits of \$1,000,000 per occurrence.

Section 18.03 Responsibility of Tenant During Construction. Prior to commencement of the construction of the Premises, Tenant at its own expense shall obtain, furnish to Landlord, or cause its contractors to obtain and furnish to Landlord, and maintain through the full completion of construction of the Improvements in accordance with all provisions of this Lease, the following policies of insurance:

- (a) Each of the policies of insurance required by subsection (a) through (e) of Section 18.02;
- (b) Architects and engineers professional liability insurance in an amount of at least \$2,000,000 covering errors and omissions, bodily injury and property damage (including contractual liability coverage with all coverage retroactive to the earlier of the date of this Lease or the commencement of professional services in relation to the Premises or the Construction Easement Areas). Architect/Engineer shall maintain this coverage for a period of three years after the date of final payment by Tenant to each architect, engineer and contractor relating to the construction of the Improvements under this Lease. This Professional Liability Insurance may be written on a claims made basis or any other basis as is expressly identified to Tenant by the University in writing. During the Term of this Lease, and annually for three (3) years after the

final payment by Tenant to each architect, engineer and contractor relating to the construction of the Improvements, each architect, engineer and contractor retained by Tenant, shall provide a certificate demonstrating that this insurance is being currently maintained, including, but not limited to, the policy's retroactive date.

(c) "All Risk" builders risk insurance for fire, flood, earthquake, terrorism, testing of mechanical or electrical devices and extended coverages on all the Premises and the Construction Easement Areas. The policy shall include Tenant, its contractors and subcontractors as named insureds and Landlord, as its interest may appear. The amount of insurance shall be 100% of full replacement cost. The policy shall contain a Consent of Occupancy endorsement, a waiver of subrogation clause in the form required by Section 18.01, and coverage for loss of income and business interruption.

Section 18.04 Evidence of Insurance – All Insurance Coverages. All insurance coverages required by this Article shall be obtained by valid and enforceable policies, in form reasonably acceptable to Landlord, issued by insurers of recognized responsibility and licensed to do business in the state in which the Premises is located. Upon the execution of this Lease, and thereafter upon Landlord's request and not less than twenty (20) days prior to the expiration dates of the policies furnished by Tenant, certificates with respect to Tenant's commercial general liability, umbrella liability, professional liability and property insurance policies and, during the period required by Section 18.04, of Tenant's builders risk insurance policy, and certificates of insurance for all other insurance coverages required by this Article, shall be delivered by Tenant to Landlord, with evidence reasonably satisfactory to Landlord of the payment of the full premiums on the policies. Tenant will name as additional insured Boise State University, the Idaho State Board of Education, and the State of Idaho.

Section 18.05 Minimal Requirements – Primary Insurance.

(a) The insurance coverages and limits required of Tenant by this Article shall be the minimum requirements of Tenant under this Lease and shall in no manner limit Tenant's liability to Landlord under this Lease. All policies of insurance described in Article 18 shall indicate any deductibles or self-insured retentions (SIR's) of no more than \$25,000 per occurrence, as may be adjusted with reasonable approval of Landlord.

(b) The insurance policies required by Sections 18.02(c),(d) (e)(f) and (g) and 18.03(b) and (c) shall name Landlord, the Idaho State Board of Education and the State of Idaho as an additional insured with respect to the obligations, indemnifications and liabilities of Tenant under this Lease. Acceptable additional insurance policy endorsements are as follows: ISO Form Additional Insured Endorsement CG 20 10 11 85, or the carrier's manuscript equivalent acceptable to the Landlord, that includes completed operations, naming Landlord as an additional insured with respect to Landlord's project name. The policies of insurance described in the preceding sentence shall be primary and non-contributory of any insurance carried by Landlord, and Tenant shall furnish to Landlord the written consent of the insurer that the policies are primary and non-contributory.

Section 18.06 Notice of Cancellation. The policies and certificates evidencing the policies of insurance shall provide for prior written notice according to the terms of the policy to Landlord

of any cancellation, non-renewal, reduction in amount or material change in insurance policy coverage.

Section 18.07 Quality of Insurance. All insurance required to be carried by Tenant by this Article 18 shall be issued by a company rated by A.M. Best with a minimum Class “IX” as to financial rating and “A” (Excellent) as to policyholder rating; provided that if such rating system ceases to be published or is converted to a different standard or otherwise revised, the required rating for the insurance carried by Tenant shall be adjusted to the equivalent rating under the revised rating system or, in no equivalent rating exists, to a standard agreed upon by Landlord and Tenant.

Section 18.08 Disbursement of Proceeds. All insurance policies required herein shall provide that any loss shall be adjusted and the proceeds paid as provided in this Lease.

Section 18.09 Deletion of Co-Insurance Requirements. Except for any insurance policies maintained pursuant to Section 18.01, any co-insurance requirements of any policy of insurance shall be deleted.

Section 18.10 Insurance Escalation Discussions. Promptly after the fifth (5th) anniversary of the Rent Commencement Date, and thereafter promptly after each subsequent fifth (5th) anniversary of the Rent Commencement Date, representatives of Landlord and Tenant shall confer with respect to the insurance coverages required to be maintained by Landlord and Tenant under this Lease and as to whether it is then commercially reasonable to increase such required insurance coverages.

ARTICLE 19

EMINENT DOMAIN

Section 19.01 Termination of Lease. If all or substantially all of the Premises shall be taken for any public or quasi-public use under any statute, by right of eminent domain or by transfer or purchase in lieu thereof (the “**Condemnation Proceedings**”), this Lease shall automatically terminate on the date title passes to or possession is taken by the taking authority, whichever occurs first. For purposes of this Article “substantially all” of the Premises shall be deemed taken if the portions not taken shall be insufficient for the continued operation by Tenant of a facility for the purposes described in Article 4.

Section 19.02 Distribution of Condemnation Proceeds. To the extent permitted by law, in the event of a taking in a Condemnation Proceeding which results in the termination of this Lease pursuant to Section 19.01, Landlord and Tenant shall cooperate in the prosecution of the Condemnation Proceeding and shall request the court or board having jurisdiction of the Condemnation Proceedings to determine the reversion value of the Land and the Tenant’s leasehold estate and the Improvements separately. The aggregate net award (the “**Net Award**”) for the taking of the of the Premises and Tenant’s rights under this Lease, after deducting all expenses and costs, including attorney’s fees, shall be payable on a pro rata basis to the extent of the funds available:

(a) To Landlord for the value of its interest in the Land so taken, subject to the encumbrances of this Lease; and

(b) To Tenant for the value of its leasehold interest and interest in the Improvements and this Lease so taken.

Section 19.03 Partial Taking. If less than substantially all of the Premises is taken (a “**Partial Taking**”), the term of this Lease shall continue, Rent shall be equitably abated and reduced in light of the portion of the Premises taken under such Partial Taking and Tenant promptly shall, at its own cost and expense, restore the Premises to as near like their condition prior to the Partial Taking as is reasonably practicable. The net award upon such a partial taking shall be paid to Landlord and Tenant in the manner and priority provided in Section 19.02 above. This Lease shall automatically terminate for the portion of the Premises taken by a Partial Taking.

Section 19.04 Landlord’s Obligation to Pay Early Termination Fee. A taking under a Condemnation Proceeding or a Partial Taking shall not trigger Landlord’s obligation to pay the Early Termination Fee unless such taking inures solely to the benefit of the University.

ARTICLE 20

LANDLORD’S RIGHT TO PERFORM TENANT’S COVENANTS

Section 20.01 Performance of Covenants. If Tenant shall fail to perform any of its obligations under this Lease, Landlord may, at its option, after the expiration of any grace or cure period available to Tenant with respect to such failure and the giving of thirty (30) days’ notice to Tenant (except where otherwise stated herein), or with such notice as is reasonable in case of an emergency, perform any of such obligations.

Section 20.02 Reimbursement of Costs and Expenses. Any moneys paid and all costs and expenses incurred by Landlord, including reasonable attorneys’ fees in the performance of Tenant’s obligations under this Lease, together with interest on such moneys at the Default Rate until paid shall be paid by Tenant to Landlord on demand.

Section 20.03 No Waiver. Landlord’s exercise of its rights under this Article shall not constitute a waiver of any other rights or remedies Landlord may have because of Tenant’s Default.

ARTICLE 21

MORTGAGES

Section 21.01 Restriction on Mortgages. Except as provided in Section 21.02 below, Tenant shall not: (i) engage in any financing or other transaction creating any mortgage or security interest upon the Premises; (ii) place or suffer to be placed any lien or other encumbrance upon the Premises; (iii) suffer any levy or attachment to be made on the Premises; or (iv) pledge, mortgage, assign, encumber, or otherwise grant a security interest in the Premises, or the rents, issues, profits or other income of the Premises, including, without limitation, any payments pursuant to, and the right to receive payment under, the Permitted Leases.

Section 21.02 Permitted Mortgages. Upon the approval of the Landlord, which approval shall be at the sole discretion of the Landlord, Tenant may encumber the Improvements (but not the Land) and/or the Gross Revenue by mortgage, deed of trust or security agreement to secure one or more loans (in each case, a **“Mortgage”**) with an Approved Mortgagee. For purposes of this Lease an **“Approved Mortgagee”** shall mean (i) a major U.S. commercial bank, a trust company or an insurance company or the U.S. branch of a foreign bank, trust company or insurance company with a Credit Rating of at least “BBB+” by S&P or “A3” by Moody’s, which is not a Disqualified Mortgagee. **“Credit Rating”** means, with respect to any Person, the rating then assigned to such Person’s unsecured, senior long-term debt obligations (not supported by third party credit enhancements), or if such Person does not have a rating for such senior unsecured long-term debt, the rating then-assigned to such Person as an issuer, corporate or similar rating. A proposed mortgagee shall be disqualified and become a Disqualified Mortgagee if:

(a) Any principal or officer of the assignee or the proposed mortgagee: (A) is listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Assets Control (“OFAC”) and/or on any other list of terrorists or terrorist organizations maintained pursuant to any of the rules and regulations of OFAC or pursuant to any other applicable legal authority (such lists are collectively referred to as the “Lists”); (B) is an individual, corporation, partnership, limited liability company, unincorporated organization, government or any agency or political subdivision thereof or any other form of entity (individually or collectively as the context requires, a “Person”) who has been determined by competent authority to be a Person with whom a U.S. Person is prohibited from transacting business, whether such prohibition arises under U.S. law, regulation, executive orders or any lists published by the United States Department of Commerce, the United States Department of State including any agency or office thereof; (C) is owned or controlled by, or acts for or on behalf of, any Person on the Lists or any other Person who has been determined by competent authority to be a Person with whom a U.S. Person is prohibited from transacting business, whether such prohibition arises under U.S. law, regulation, executive orders or any lists published by the United States Department of Treasury or the United States Department of State including any agency or office thereof; or is under investigation by any governmental authority for, or has been charged with, or convicted of, money laundering, drug trafficking, terrorist-related activities, any crimes which in the United States would be predicate crimes to money laundering, or any violation of any Anti-Money Laundering Laws. For purposes hereof, “U.S. Person” means any United States citizen, any entity organized under the laws of the United States or its constituent states or territories, or any entity, regardless of where organized, with a principal place of business within the United States or any of its territories. For purposes hereof, “Anti-Money Laundering Laws” means those laws, rules, regulations, orders and sanctions, state and federal, criminal and civil, that (i) limit the use of and/or seek the forfeiture of proceeds from illegal transactions; (ii) limit commercial transactions with designated countries or individuals believed to be terrorists, narcotic dealers or otherwise engaged in activities contrary to the interests of the United States; or (iii) are designed to disrupt the flow of funds to terrorist organizations. Such laws, regulations and sanctions are deemed to include, but not be limited to: the Executive Order Number 13224 on Terrorism Financing (September 23, 2001), the Patriot Act; the Currency and Foreign Transactions Reporting Act (also known as the Bank Secrecy Act, 31), the Trading with the Enemy Act, 50 U.S.C. Appx. Section 1 *et seq.*, the International Emergency Economics Powers Act, 50 U.S.C. Section 1701 *et seq.*, and the sanction regulations promulgated pursuant thereto by OFAC, as well as laws relating to prevention and detection of money laundering in 18 U.S.C. Sections 1956 and 1957, as amended.

(b) if such proposed mortgagee is debarred or suspended from doing business with the federal government or any state or local government or has been disbarred or suspended at any time during the five years preceding the assignment;

(c) if such proposed mortgagee or its chief financial officer has been convicted of any crime in any jurisdiction in which the possible sentence is greater than three years

(d) if such proposed mortgagee has (A) commenced a voluntary case, or had entered against it a petition, for relief under any federal bankruptcy act or any similar petition, order or decree under any federal or state law or statute relative to bankruptcy, insolvency or other relief for debtors, (B) caused, suffered or consented to the appointment of a receiver, trustee, administrator, conservator, liquidator or similar official in any federal, state or foreign judicial or non-judicial proceedings, to hold, administer and/or liquidate all or substantially all of its property, or (C) made an assignment for the benefit of creditors.

Section 21.03 Estoppel Certificate. The Landlord agrees to execute an estoppel certificate and any other similar documentation as reasonably may be required by an Approved Mortgagee to evidence the Landlord's consent to such Mortgage. Notwithstanding any foreclosure, Tenant shall remain liable for the performance of all the terms, covenants, and conditions of the Lease that by the terms thereof are to be carried out and performed by Tenant.

Section 21.04 Unencumbered Fee. No Mortgage shall extend to or affect the fee, the reversionary interest, or the estate of the Landlord in the Premises. No Mortgage shall be binding upon the Premises until a copy thereof has been delivered to the Landlord.

Section 21.05 Future Landlord Encumbrances. Landlord acknowledges and agrees that any future mortgage, pledge or encumbrance of Landlord's interest in the Land shall be subject and subordinate to Tenant's rights in this Lease.

Section 21.06 Foreclosure. If an Approved Mortgagee or an Approved Mortgagee Affiliate (as defined below) acquires, by deed-in-lieu, at a foreclosure of its mortgage or deed of trust, or otherwise, Tenant's interest in the Premises this Lease shall continue in full force and effect provided that such Approved Mortgagee or Approved Mortgagee Affiliate provides written notice to the Landlord within five (5) days of such acquisition. The acquisition by anyone other than an Approved Mortgagee or an Approved Mortgagee Affiliate of Tenant's interest in the Premises shall require the prior written approval of the Landlord. No agent or nominee shall be appointed to operate and manage any portion of the Premises without obtaining the prior written approval of the Landlord. Such approval shall be withheld or granted under the terms and conditions described in this Lease. Notwithstanding anything to the contrary contained in this Article 21, the Landlord may withhold approval of any purchaser (other than the Approved Mortgagee or an Approved Mortgagee Affiliate) of Tenant's interest in the Premises if the Landlord determines in its sole but reasonable discretion that such purchaser's acquisition would in any material way impair the operations of the Premises. As used in this Article 21, "**Approved Mortgagee Affiliate**" means a corporation, limited liability company, or other entity that Controls, is owned and Controlled by, or is under common ownership and Control with, an Approved Mortgagee.

Section 21.07 Rights of Approved Mortgagees.

(a) For so long as a Mortgage with an Approved Mortgagee shall remain unsatisfied of record or until written notice of satisfaction of such Mortgage is given by the Approved Mortgagee to the Landlord and so long as the Landlord has approved the mortgagee in writing in accordance with Section 20.02 hereof, the provisions of this Section 21.06 shall apply to each such Approved Mortgagee. In the event of any assignment of a Mortgage or in the event of a change of address of an Approved Mortgagee or of an assignee of such Approved Mortgagee, written notice of such new name and/or address shall be promptly provided to the Landlord.

(b) No termination, cancellation, rejection, surrender, amendment or modification (other than by expiration of the Term or early termination in accordance with this Lease) of any Lease or release of the Concessionaire thereunder shall be effective as to any Approved Mortgagee unless consented to in writing by such Approved Mortgagee. Without limiting the generality of the foregoing, no rejection of any Lease by Tenant or by a trustee in bankruptcy for Tenant shall be effective as to any Approved Mortgagee unless consented to in writing by such Approved Mortgagee.

(c) The Landlord shall, on serving Tenant with any notice of any default under this Lease, simultaneously serve a copy of such notice upon any Approved Mortgagee. No such notice by the Landlord to Tenant shall be deemed to have been duly given unless and until a copy thereof has been so provided to any Approved Mortgagee in the manner specified herein. From and after the date such notice has been given to an Approved Mortgagee, such Approved Mortgagee shall have the same period, after its receipt of such notice, for remedying any default specified in such notice or causing the same to be remedied as is given to Tenant after the giving of such notice to Tenant to remedy, commence remedying or cause to be remedied the defaults specified in any such notice, but such Approved Mortgagee shall in no manner be obligated to do so. The Landlord shall accept such cure by or at the instigation of the Approved Mortgagee as if the same had been performed by Tenant. The Tenant hereby authorizes any Approved Mortgagee to take any such action as such Approved Mortgagee deems necessary to cure any such default and does hereby authorize entry upon the Premises by such Approved Mortgagee for the purpose of curing such defaults.

Section 21.08 Approved Mortgagee Rights upon Termination.

(a) In the event that the Landlord shall elect to terminate this Lease by reason of any default of Tenant under Article 25, such Approved Mortgagee shall have the right, which right shall be exercised, if at all, within thirty (30) days after such Approved Mortgagee receives notice of the Landlord's election to terminate such Lease, to postpone and extend the specified date for the termination of such Lease as fixed by the Landlord in its notice of termination for a period of not more than six (6) months, provided that such Approved Mortgagee shall, during such six (6) month period, (a) pay or cause to be paid any Rent and other payments and charges as the same become due and perform all of Tenant's other obligations under this Lease, excepting (i) obligations of Tenant to satisfy or otherwise discharge any lien, charge or encumbrance against Tenant's interest in this Lease provided that such lien, charge or encumbrance is junior in priority to the lien of the mortgage held by such Approved Mortgagee and does not affect the Landlord's fee simple interest in the Premises, and (ii) past non-monetary obligations then in default and not

reasonably susceptible of being cured by such Approved Mortgagee, and (b) if not enjoined or stayed, take steps to acquire or sell (but only to a Qualified Assignee) Tenant's interest in such Lease by foreclosure of the Mortgage or other appropriate means and prosecute the same to completion with due diligence.

(b) If at the end of such six (6) month period such Approved Mortgagee is complying with the immediately preceding paragraph and such Approved Mortgagee is prohibited by any process or injunction issued by any court of competent jurisdiction or by reason of any action in any court of competent jurisdiction from commencing or prosecuting foreclosure or other appropriate proceedings in the nature thereof, such Lease shall not then terminate, and the time for completion by such Approved Mortgagee of its proceedings shall continue so long as such Approved Mortgagee is enjoined or stayed and thereafter for so long as such Approved Mortgagee proceeds in good faith and with due diligence to complete steps to acquire or sell (but only to a Qualified Assignee) Tenant's interest in this Lease by foreclosure of the Mortgage or by other appropriate means. Nothing in this paragraph, however, shall be construed to extend this Lease beyond the original Term or to require an Approved Mortgagee to continue foreclosure proceedings after a default has been cured. In the event that such default shall be cured and the Approved Mortgagee shall discontinue such foreclosure proceedings, this Agreement and such Lease shall continue in full force and effect as if Tenant had not defaulted.

(c) In the event that an Approved Mortgagee complies with this Section 21.07 and such Approved Mortgagee acquires Tenant's right title and interest in any Lease by foreclosure or otherwise, then, upon the acquisition of Tenant's right, title and interest in this Lease by such Approved Mortgagee or an Approved Mortgagee Affiliate, or any other purchaser or assignee at a foreclosure sale or otherwise (but only if such other purchaser or assignee is a Qualified Assignee), this Agreement and such Lease shall continue in full force and effect as if Tenant had not defaulted.

ARTICLE 22

DAMAGE OR DESTRUCTION

Section 22.01 Restoration of Improvements. If the Premises or any part thereof shall be damaged or destroyed by fire or otherwise, Tenant shall promptly (and in any event no later than five (5) days following the event causing the damage or destruction) notify Landlord, and, to the extent of the insurance proceeds available for such purpose (with the funds derived from the insurance acquired pursuant to Article 18 made available for such purpose), restore, repair, replace, or rebuild the Improvements and provide substitute housing for the Permitted Residents. The restoration shall be at least equal in quality and class to the original Work, shall be performed pursuant to a design, plans and specifications each approved by Landlord, which approval the Landlord will not unreasonably deny, delay or condition, and in accordance with all provisions applicable to the Work and all other provisions of this Lease. The restoration shall be commenced within ninety (90) days from the date of the damage or destruction; provided, however, that Landlord shall grant such extensions of time for the adjustment of insurance and the preparation of the plans and specifications as reasonably may be required. The architect or engineer in charge of the restoration shall be selected by Tenant and approved in writing by Landlord. Tenant shall

diligently complete the restoration. The University will cooperate with Tenant to house any tenants displaced during such restoration in existing University housing to the extent available.

Section 22.02 No Right to Surrender; No Relief from Rent Obligations. No destruction or damage to the Premises or any part thereof shall permit Tenant to surrender this Lease or shall relieve Tenant from its obligation to pay Rent or from any of its other obligations under this Lease. Tenant waives any rights now or in the future conferred upon it by statute or otherwise to quit or surrender this Lease or to any rebate, refund, suspension, diminution, abatement or reduction of rent on account of any destruction or damage to the Premises, except as otherwise specifically provided herein.

Section 22.03 Restoration at End of Term. Notwithstanding the foregoing, during the last two (2) years of the Term, if the Improvements are damaged or destroyed and replacement would be commercially unreasonable given the then current economic housing market, Tenant shall not be obligated to repair and restore damage to the Premises and may terminate this Lease if the following conditions are satisfied: (a) Tenant shall remit to Landlord the then remaining amount of funds allocated to the capital repair and replacement balance sheet reserve; (b) Landlord shall be entitled to any insurance proceeds; and (c) Tenant shall deliver to Landlord an instrument releasing, demising, conveying and transferring to Landlord all of Tenant's rights, title and interest under this Lease.

Section 22.04 Damages for Failure to Comply with Repair Obligations. If the restoration, repair, replacement, or rebuilding of damaged or destroyed portions of the Premises is not substantially completed in accordance with Section 22.01 within a reasonable time after the date of such damage or destruction, Landlord may terminate this Lease upon thirty (30) days written notice thereof to Tenant and, in such event, Landlord shall receive the proceeds of all insurance obtained in accordance with Article 18 of this Lease to the extent such proceeds have not been expended on or committed to such restoration and Tenant shall deliver to Landlord an instrument releasing, demising, conveying and transferring to Landlord all of Tenant's rights, title and interest under this Lease.

ARTICLE 23

TITLE PROVISIONS

Section 23.01 Quiet Enjoyment. Tenant, upon payment of the Rent and the performance and observance of all covenants, warranties, agreements and conditions of this Lease on its part to be kept, shall quietly have and enjoy the Premises during the term of this Lease, without hindrance or molestation by anyone claiming by, through or under Landlord.

Section 23.02 Landlord's Title. Landlord represents and warrants to Tenant that it has fee simple title to the Land and the power and authority to execute and deliver this Lease and to carry out and perform all covenants to be performed by it.

Section 23.03 Future Landlord Encumbrances. Landlord acknowledges and agrees that any future mortgage, pledge or encumbrance of Landlord's interest in the Land or Improvements shall be subject to Tenant's rights in this Lease.

ARTICLE 24

DISPUTE RESOLUTION

Section 24.01 Dispute Resolution. In recognition of the long term nature of each party's commitment to the other and the substantial investment made by Tenant with regard to the Premises, in the event of a dispute, Landlord and Tenant agree that dispute resolution shall proceed as follows: first, negotiation as provided in Section 24.02; second, mediation, as provided in Section 24.03; and third, if the parties are still unable to resolve their dispute, the complaining party shall have all of the rights set forth in this Lease and available to such party under applicable law to pursue adjudication and resolution of the dispute ("**Dispute Resolution**"). Notwithstanding anything to the contrary herein, Landlord shall not be required to engage in negotiation under Section 24.02 or mediation under Section 24.03 prior to seeking legal redress for a Tenant Event of Default under Sections 25.01(a), (c), (d), (e), (f), (h), (i) and (j) of this Lease.

Section 24.02 Negotiation. In addition to its ongoing guidance role for the Premises, the Advisory Committee established as provided in the Operating Agreement shall serve as the first step of the dispute resolution process of the Landlord and Tenant. As to any dispute that cannot be resolved in the normal course, prior to resorting to any other remedies, the parties shall first attempt in good faith to resolve any dispute promptly by convening an in person meeting of the Advisory Committee. Any member of the Advisory Committee may give notice to the other members of any dispute not resolved in the ordinary course of business, specifying the basis of the dispute and any pertinent facts. Within fifteen (15) days after delivery of the notice, the Advisory Committee shall meet at a mutually acceptable time and place, and thereafter as often as they reasonably deem necessary, to attempt to resolve the dispute. If the Advisory Committee cannot reach unanimous consensus on the resolution of a dispute, the parties shall proceed to mediation as set forth in Section 24.03. All negotiations and materials provided pursuant to this negotiation process are confidential and shall be treated as compromise and settlement negotiations for purposes of applicable rules of evidence under applicable law and statements made by any party during negotiation may not be used against it in later proceedings if the parties fail to resolve the dispute during negotiation.

Section 24.03 Mediation. If a dispute has not been resolved by the Advisory Committee as provided above within twenty (20) days, or the parties failed to meet within fifteen (15) days after delivery of the initial notice of negotiation, the parties shall endeavor to resolve the dispute by private mediation in the city or town where the Premises is located, or the nearest feasible location. If Landlord and Tenant cannot agree upon a mediator, each shall select one name from a list of mediators maintained by any bona fide dispute resolution provider or other private mediator, and the two mediators chosen by Landlord and Tenant shall then choose a third person who will serve as mediator. The parties agree to each have a representative present at the mediation who has authority to bind it to a written settlement agreement, subject to the approval of the Board of Directors of Tenant and any consents or approvals required by legislation and regulations governing Landlord. The initial mediation session shall be held promptly (but not more than thirty (30) days following appointment of the mediator). All negotiations and materials provided pursuant to this mediation process are confidential and shall be treated as compromise and

settlement negotiations for purposes of applicable rules of evidence under applicable law. Positions and statements made by any party during mediation may not be used against it in later proceedings if the parties fail to reach a settlement agreement during mediation. Each party shall bear its own expenses and shall pay an equal share of the expenses of the mediator. Agreements reached in any mediation proceeding shall be enforceable as settlement agreements in any court having jurisdiction thereof.

Section 24.04 Further Legal Action. Except as otherwise provided in this Lease, it is the intent of the parties that these negotiation and mediation procedures shall govern any dispute under this Lease and either party shall have the right to specifically enforce the negotiation and mediation procedures before the other party may seek legal redress in a court of law. If a dispute has not been resolved by negotiation and mediation as provided in Sections 24.02 and 24.03, either party shall have the right to commence legal action. Any legal actions brought to enforce this Lease shall be brought in the courts located in Ada County, Idaho. The parties hereto each irrevocably consent to the jurisdiction of such courts.

ARTICLE 25

DEFAULT

Section 25.01 Tenant Events of Default. Any one or more of the following events shall constitute an event of default of Tenant under this Lease (a “**Tenant Event of Default**” or “**Tenant Default**”):

(a) Tenant’s failure to pay any Rent, or any other amount due hereunder, when due and payable, and the continuation of the failure to pay said obligations for thirty (30) days after written notice from Landlord to Tenant.

(b) Tenant’s failure to observe and perform any of the other terms, covenants, conditions, limitations or agreements under this Lease on Tenant’s part to be observed or performed and the continuation of the failure for a period of thirty (30) days after notice from Landlord to Tenant specifying the nature of the failure; provided that if the default involved is curable but not within thirty (30) days, then so long as Tenant shall commence the cure involved within such thirty (30) day period after notice and thereafter diligently pursue completing the cure, the time within which such cure must be completed shall be extended for the period necessary to complete the cure

(c) If Tenant, Parent or any guarantor of the performance of Tenant’s covenants and obligations under this Lease shall file a voluntary petition in bankruptcy or shall be adjudicated a bankrupt, or shall file any petition or answer seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under the present or any future federal bankruptcy code or any other present or future federal, state or other bankruptcy or insolvency statute or law (collectively, “**Insolvency Laws**”), or shall seek, consent to or acquiesce in the appointment of any bankruptcy or insolvency trustee, receiver or liquidator of Tenant, Parent or any guarantor of the performance of Tenant’s covenants and obligations under this Lease, as applicable, or of all or any substantial part of its properties or of the Premises or Improvements, or

shall make a general assignment for the benefit of creditors, or be unable to pay its debts as they mature.

(d) The commencement of any action, case or proceeding against Tenant, Parent or any guarantor of the performance of Tenant's covenants and obligations under this Lease seeking (i) any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under any Insolvency Laws, or (ii) the appointment, without the consent or acquiescence of Tenant, Parent or any guarantor of the performance of Tenant's covenants and obligations under this Lease, as applicable, of any trustee, receiver or liquidator of Tenant or of all or substantially all of its properties or of the Premises, and such proceedings shall continue undismissed for a period of sixty (60) days.

(e) If Tenant shall abandon the Premises.

(f) If a Lien is filed against the Premises and Tenant fails to furnish a bond or otherwise obtain a release or discharge of the Lien as required by Article 11 of this Lease.

(g) If any warranty or representation of Tenant contained in this Lease is untrue in any material respect as of the date made.

(h) Tenant, Parent or any guarantor of the performance of Tenant's covenants and obligations under this Lease shall be dissolved or liquidated or shall be involved in proceedings towards dissolution or liquidation, except in conjunction with a permitted assignment to a Tenant Party or a Permitted Change in Control, neither of which shall constitute a Tenant Event of Default.

(i) An assignment of this Lease in violation of Article 13.

(j) Any mortgage of the Premises that is not approved by Landlord or in violation of Article 21.

Section 25.02 Chronic Default. Tenant shall be deemed in "**Chronic Default**" under this Lease if Tenant, more than three (3) times in any twenty-four (24) month period, fails to make a payment of Rent or other amount due hereunder, when due and payable or fails to observe and perform any other terms, covenants, conditions, limitations or agreements under this Lease on Tenant's part to be observed or performed (regardless of whether Tenant has timely cured). If Tenant is in Chronic Default, then Landlord shall be permitted to declare a Tenant Event of Default pursuant to Section 25.01(a) or (b) by providing written notice to Tenant and Tenant shall have no further cure periods for a default in the payment of Rent or other amount due hereunder.

Section 25.03 Remedies on Tenant Default.

(a) Upon the occurrence of a Tenant Event of Default under Sections 25.01(b) or (g) of this Lease, Landlord and Tenant shall first attempt to resolve the Tenant Default by engaging in negotiation under Section 24.02 and, if necessary, mediation under Section 24.03.

(b) Upon the occurrence of any other Tenant Event of Default, or if the negotiation and mediation provided for in Section 25.03(a) is unsuccessful, Landlord, at its option, shall have the following remedies:

(i) pursue an action for any and all actual damages incurred by or asserted against Landlord as a result of Tenant's Default, including reasonable attorney's fees incurred;

(ii) pursue an action for specific performance (except as provided in Section 13.01(b));

(iii) with respect to any defaults occurring during the construction of the Improvements, exercise any rights Landlord may have under any applicable performance bond;

(iv) subject to the rights of the Permitted Residents under Permitted Leases, terminate this Lease and the rights of Tenant hereunder and take possession of the Premises upon payment to Tenant of the Early Termination Fee at the time of the termination, less any fees resulting from the determination of the Early Termination, which shall be paid by Tenant, less any damages due to Landlord as a result of Tenant's Default, such damages to be agreed to by the parties or determined through Dispute Resolution; provided that Landlord shall not be required to pay the Early Termination Fee upon the occurrence of a Tenant Event of Default under Sections 25.01(e), (i) or (j); and for a Tenant Event of Default described in Section 25.01(f), Tenant must have failed to furnish a bond or otherwise obtain a release or discharge of the Lien within a year from the date of filing of the Lien;

(v) require Tenant to market and assign its rights in and obligations under this Lease to a Qualified Assignee at a price not less than a sum equal to the Early Termination Fee at the time of the termination, less any fees resulting from the determination of the Early Termination. In such case, Tenant will pay the costs of the marketing and assignment of its rights and obligations under this Lease and will be entitled to the proceeds from such assignment, less any damages due to Landlord as a result of Tenant's Default; provided that, before Landlord may require Tenant to assign its rights in and obligations under this Lease pursuant to this provision because of a Tenant Event of Default described in Section 25.01(a) or (b), Tenant must be in Chronic Default; and for a Tenant Event of Default described in Section 25.01(f), Tenant must have failed to furnish a bond or otherwise obtain a release or discharge of the Lien within a year from the date of filing of the Lien; and

(vi) exercise or pursue any other remedy or cause of action permitted under this Lease or available at law or in equity to recover actual damages suffered by Landlord as a result of Tenant's Event of Default.

Section 25.04 Landlord Events of Default. A "**Landlord Event of Default**" shall occur if Landlord fails to observe and perform any of the material terms, covenants, conditions, limitations or agreements under this Lease on Landlord's part to be observed or performed and the continuation of the failure for a period of thirty (30) days after notice from Tenant to Landlord specifying the nature of the failure; provided that if the default involved is curable but not within thirty (30) days, then so long as Landlord shall commence the cure involved within such thirty (30) day period after notice and thereafter diligently pursue completing the cure, the time within which such cure must be completed shall be extended for the period necessary to complete the cure.

Section 25.05 Remedies on Landlord Default. Upon a Landlord Event of Default, Landlord and Tenant shall engage in negotiation under Section 24.02 and, if necessary, mediation under Section 24.03, and, if such negotiation and mediation are unsuccessful Tenant shall have the following remedies:

- (a) pursue an action for specific performance of Landlord's obligations under this Lease;
- (b) pursue an action for any and all actual damages incurred by or asserted against Tenant as a result of Landlord's Event of Default, as may be permitted by law; and
- (c) exercise or pursue any other remedy or cause of action permitted under this Agreement or available at law or in equity to recover actual damages suffered by Tenant as a result of Landlord's Event of Default and/or seek specific performance of this Lease.

Section 25.06 Payments. If Tenant fails to make any payment due under this Lease in full when due, that portion of the payment that remains unpaid shall bear interest at the Default Rate.

Section 25.07 No Termination of Agreement During Pendency of Negotiation or Mediation. So long as the parties are engaged in good faith in negotiation under Section 24.02 or mediation under Section 24.03, no notice of termination or threatened termination of this Lease may be given by any party seeking to enforce remedies for a default under this Lease.

Section 25.08 Rights and Remedies Cumulative. Except as expressly designated as an exclusive remedy, no right or remedy contained herein is intended to be exclusive of any other right or remedy provided herein or by law, but each shall be cumulative and in addition to every other right or remedy given herein or now or hereafter existing at law or in equity or by statute.

Section 25.09 Consequential Damages. Notwithstanding anything to the contrary contained herein, Landlord and Tenant hereby agree that neither shall seek consequential damages, punitive damages, treble or other multiple damages, and damages for lost opportunity or lost profits for claims, disputes, or other matters arising out of or relating to this Lease (collectively, "Consequential Damages").

ARTICLE 26

EARLY TERMINATION OPTIONS

(a) Early Termination Options. Landlord shall have the option to terminate this Lease on the 10th anniversary date of the Rent Commencement Date, and thereafter every five (5) years, upon (i) two (2) year's prior written notice to Tenant and (ii) payment of the Early Termination Fee upon closing. Upon termination of this Lease, the Improvements, the Personal Property, and all additions, alternations and improvements thereto or replacements thereof shall be deemed to be the property of Landlord as provided in Article 14 of this Lease. "Early Termination Fee" shall mean an amount equal to the net present value of Estimated Annual Net Income for the remaining part of the Term with residual value of the Improvements of zero dollars (\$0.00), calculated utilizing a seven and a quarter percent (7.25%) discount rate minus the Replacement Reserve Allocation Excess.

(b) “**Estimated Annual Net Incomes**” shall mean the expected Net Income of Tenant each year for the remaining part of the Term calculated based on the average rate of increase of Tenant’s Net Income for the five (5) years preceding the determination of the Early Termination Fee, or the corresponding proforma amount if the Lease is terminated prior to the 5th year (the “**Estimated Net Income Percentage Increase Rate**”); provided that for purposes of calculating Estimated Net Income, the Estimated Net Income Percentage Increase Rate shall not be less than (i) the greater of three percent (3%) CPI; and (ii) shall not be greater than six percent (6%).

(c) In the event of an assignment of this Lease to a Qualified Assignee, the Early Termination Fee shall be equal to the consideration set forth in the Bona Fide Offer.

ARTICLE 27

MISCELLANEOUS

Section 27.01 University Accreditation. Tenant agrees to (a) cooperate with the University in the University’s accreditation process and (b) take all actions and do all things necessary to ensure that its possession, use, operation and management of the Premises does not negatively affect the University’s accreditation.

Section 27.02 Approvals. Tenant, at its sole expense, shall take all actions and do all things necessary to obtain, and shall make and diligently prosecute applications for all approvals, from all governmental or administrative agencies or regulatory bodies having jurisdiction, for the construction and operation of the Improvements upon the Land, including, without limitation, all site plan approvals, zoning variances, easement and franchise agreements, building permits, certificates of occupancy, and all applications for licenses, permits and permission to construct and maintain all on-site and off-site Improvements, curbcuts, and utility lines and services. Landlord shall reasonably cooperate with Tenant in such applications and appeals, if any, without expense to Landlord, provided the approvals sought are consistent with the provisions of this Lease.

Section 27.03 No Representations Regarding Use Regulations. No representation, statement, or warranty, express or implied, has been made by Landlord as to the condition of the Land, or its permitted use under applicable zoning, building, land use and similar laws, ordinances and regulations (“**Use Regulations**”). Tenant assumes all responsibility for compliance with the Use Regulations, and Landlord shall have no liability or responsibility for any defect in the Land or for any limitations upon the use of the Land.

Section 27.04 Conditions Precedent. The effectiveness of this Lease shall be subject to the approval of the Idaho State Board of Education and any additional consents or approvals required by legislation and regulations governing Landlord.

Section 27.05 Force Majeure. Neither Landlord nor Tenant shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Lease, for any failure or delay in fulfilling or performing any term of this Lease, when and to the extent such failure or delay is caused by or results from Force Majeure. For purposes of this Agreement, Force Majeure means any event or condition beyond the reasonable control of a party which, despite its reasonable efforts to prevent, avoid, delay or mitigate, prevents, impacts or delays a party from performing its

obligations under this Lease. Force Majeure includes, but is not limited to: (a) acts of God; (b) flood, fire, hurricane, earthquake or unusually severe weather; (c) epidemic or quarantine; (d) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, explosion, riot or other civil unrest; (e) government order or law; (f) actions, embargoes or blockades in effect on or after the date of this Agreement; (g) action by any governmental authority; (h) national or regional emergency; (i) strikes, labor stoppages or slowdowns or other industrial disturbances; (j) shortage of adequate power or transportation facilities; (k) significant and severe change in the economic condition of a party related to market forces or unforeseen loss of government funding beyond the control of such party and not proximately related to such party's own actions; (l) significant increases in the price of construction labor and materials prior to commencement of the Project that are greater than the average annual increases in the last ten years; (m) failures in the banking and financial systems of the United States; and (n) other events beyond the reasonable control of the party impacted by the Force Majeure Event (the "**Impacted Party**"). The Impacted Party shall give notice as soon as practicable but in any event, within ten (10) business days of the Force Majeure Event to the other party, stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. Force Majeure events shall not excuse Tenant from the prompt payment of Rent as required under this Lease.

Section 27.06 Relationship of the Parties. This Lease shall not be deemed or construed to create or establish any partnership or joint venture or similar relationship or arrangement between the parties.

Section 27.07 Authorized Representatives. Tenant hereby appoints the following as its respective Authorized Representatives during Development of the Project: Thomas Trubiana and Steven Schnoor, and for the Management of the Facilities, Christine D. Richards, each of whom may act individually, and such other persons as may be appointed in writing by them from time to time and with prior written notice of such appointment provided to Landlord. Landlord hereby appoints Mike Sumpter, Associate Vice President of Campus Planning and Facilities as its Construction Coordination Authorized Representative and such other individual as may be appointed by Landlord from time to time.

Section 27.08 Notices. Any notice, request or other communication given or made hereunder ("**Notice**") shall be in writing and sent by either of the parties or their respective attorneys by any of the following means: (i) by registered or certified mail, return receipt requested, postage prepaid, (ii) by personal delivery, (iii) by recognized overnight delivery service for overnight delivery or (iv) by facsimile or e-mail, provided, however, that notice by facsimile or e-mail shall be promptly supplemented by delivery of notice as provided in (iii) above. Any such Notice shall be addressed to the other party at the mailing addresses, facsimile numbers or e-mail addresses set forth below, or to such other mailing addresses, facsimile numbers or e-mail addresses for each party as each party may hereafter designate by Notice given to the other party pursuant to this Section:

To Landlord/University:

Boise State University

Office of General Counsel
Attention: Kevin Satterlee
1910 University Dr.
Boise, ID 83725-1002

With a Copy to:

Boise State University
Real Estate Services
Attention: Jared Everett
1910 University Dr.
Boise, ID 83725-1247

To Tenant: Education Realty Trust, Inc.
999 South Shady Grove Road, Suite 600
Memphis, Tennessee 38120
Attention: President and General Counsel
Telephone: (901) 259-2500
Facsimile: (901) 259-2594

With a copy to (which shall not constitute Notice):

Martin, Tate, Morrow & Marston, P.C.
6410 Poplar Avenue, Suite 1000
Memphis, Tennessee 38119
Attention: Clayton C. Purdom
Telephone: 901-522-9000
Facsimile: 901-527-3746
Email: cpurdom@martintate.com

Section 27.09 Access to Records; Public Records Law. The parties hereto acknowledge that Idaho Public Records Law, Idaho Code Title 74, Chapter 1, as amended, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used or retained by a State agency regardless of physical form or character. Accordingly, certain Information may be public record subject to disclosure under the Idaho Public Records Law. Information Tenant considers exempt under the Public Records Law or otherwise protected by disclosure, must be marked as "exempt" or "trade secret" on **EACH PAGE** containing such information. Only those pages identified as "trade secret" or otherwise exempt from disclosure will be exempt from disclosure and the University will honor such nondisclosure to the extent permitted by law. All other pages of the proposal will be released without review. The exemption for "trade secrets" and other exemptions from the Public Records Law are limited and information will be exempt from disclosure only to the extent the content meets the definition of trade secret or other applicable exemption in the Public Records Law. Accordingly, the University cannot guarantee information marked as "trade secret" or "exempt" will be exempt from disclosure. In addition, certain documents and materials may be required to be publicly disclosed and available for the purpose of presentation to and meetings of the Idaho State Board of Education. Tenant

acknowledges such Information shall be public to the extent required by applicable laws, regulations and policies of the Idaho State Board of Education and consents to disclosure of such Information.

Section 27.10 Confidentiality. Subject to Section 27.09, the parties acknowledge that the certain matters relating to this Agreement and the information related thereto, including without limitation any information relating to parties or their affiliates and all student records maintained by the University that are protected by the Family Rights and Education Privacy Act (FERPA), Idaho state law and/or University regulations, collectively (the “**Information**”), are confidential in nature. To the extent permitted by law, the parties covenant and agree to keep the Information confidential and will not (except as required by applicable law, regulation, or legal process, and only after compliance with provisions hereof), without the prior written consent of the other party, disclose any Information in any manner whatsoever; provided, however, that the Information may be revealed only to a party’s key employees, legal counsel and financial advisors (collectively, “**Contract Parties**”, and each individually “**Contract Party**”), each of whom shall be informed of the confidential nature of the Information, shall agree to act in accordance with the terms hereof, and shall agree to use the Information solely for the purpose of evaluating the transaction contemplated in this Agreement. In the event that a party or Contract Parties are requested pursuant to, or required by, applicable law, regulation or legal process (collectively “**Applicable Law**”) to disclose any of the Information, the applicable Contract Party shall notify the other party promptly so that such party may seek a protective order or other appropriate remedy (collectively “**Remedy**”) or, in the affected party’s sole discretion, such party may waive compliance with the terms hereof; provided, however, that the Remedy must be of a nature that a Contract Party’s failure to disclose the information will not place the Contract Party in violation of Applicable Law or otherwise expose the Contract Party to any liability for failure to disclose the Information as required by Applicable Law, and, provided further, that the Remedy must be secured not later than forty-eight (48) hours in advance of the deadline for disclosure of the Information in compliance with Applicable Law. In the event that no Remedy is obtained, or that the affected party waives compliance with the terms hereof, the Contract Party may furnish only that portion of the Information which it is advised by counsel is legally required and will exercise all reasonable efforts to obtain reliable assurance that confidential treatment will be accorded the Information. Each party shall be responsible for any breach of the covenants in this section by any Contract Party.

Section 27.11 Non-Recourse Agreement; No Recourse to State of Idaho General Fund Appropriations. No funds of the State of Idaho shall be used for any University obligation set forth in this Lease, including without limitation termination fees set forth in Article 26, or any payment or damages required of the University in case of default hereunder. In no case shall the University have any obligation or liability under this Agreement in any given year of the Term in excess of the revenues from the Project for such year (“**Annual Project Revenues**”), except for the payment of the Early Termination Fee upon termination of the Term, which may be paid by revenues from the Project escrowed for such event, general revenues of the University not otherwise encumbered, or by another third party operator of the Project, but in no case by appropriations or other funds of the State of Idaho.

Section 27.12 Interpretation. Unless otherwise specified herein: (a) the singular includes the plural and the plural the singular; (b) words importing any gender include the other genders;

(c) references to persons include their permitted successors and assigns; and (d) the headings of articles and sections contained in this Lease are inserted as a matter of convenience and shall not affect the construction of this Lease. The parties have jointly, with the advice and assistance of their respective legal counsel, participated in the negotiation and drafting of all of the terms and provisions of this Lease, and, accordingly, it is agreed that no term or provision of this Lease shall be construed in favor of or against any party by virtue of the authorship or purported authorship thereof by any party.

Section 27.13 Applicable Law. This Lease shall in all respects be governed by, and construed in accordance with the laws of the state in which the Premises are located. Venue for purposes of any actions brought under this Lease, or under any agreement or other document executed in conjunction herewith, shall be in the courts of Ada County, Idaho and the parties hereby irrevocably consent to the jurisdiction and venue of such courts.

Section 27.14 Amendment and Waiver. This Lease may be amended or changed only by written instrument duly executed by Landlord and Tenant and any alleged amendment or change which is not so documented shall not be effective as to either. The failure of either to insist in any one or more instances upon the strict performance of any one or more of the obligations of this Lease, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of the performance of such one or more obligations of this Lease or of the right to exercise such election, but the same shall continue and remain in full force and effect with respect to any subsequent breach, act or omission.

Section 27.15 Severability. If any provision of this Lease or the application thereof to any person, entity or circumstance shall, for any reason and to any extent, be invalid or unenforceable but the extent of the invalidity or unenforceability does not destroy the basis of the bargain between the parties hereto as contained herein by invalidating an essential term, including but not limited to: the provision of student housing services by Tenant, the payment of Rent to the Landlord by Tenant, and the payment of the Early Termination Fee by Landlord to Tenant in the case of early termination for any reason, the remainder of this Lease and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by applicable law.

Section 27.16 Entire Agreement; Further Assurances. This Lease sets forth all the covenants, promises, agreements, conditions, and understandings between Landlord and Tenant with regard to the matters set forth herein, including, but not limited to, the financial obligations relating thereto, and there are no covenants promises, agreements, conditions, or understandings, either oral or written between them as to these matters, other than as are set forth herein. The recitals, schedules and exhibits attached hereto or referred to herein are hereby incorporated herein and made a part hereof. At any time or times after the date hereof, each party shall execute, have acknowledged, and delivered to the others any and all instruments, and take any and all other actions, as the other parties may reasonably request to effectuate the transactions described herein.

Section 27.17 Multiple Counterparts. This Lease may be executed in one or more counterparts, each of which shall be an original, but all of which shall constitute but one instrument.

Section 27.18 Successors and Assigns. This Lease shall be binding on, and shall inure to the benefit of, the parties hereto and the parties' respective permitted successors and assigns.

Section 27.19 No Third Party Beneficiaries. Nothing in this Lease shall be construed to permit anyone other than Landlord and Tenant and their respective successors and permitted assigns to rely upon the covenants and agreements herein contained nor to give any such third party a cause of action (as a third party beneficiary or otherwise) on account of any nonperformance or performance hereunder.

Section 27.20 No Personal Liability. No officer, official, employee, agent or representative of either party shall be personally liable to the other party or any successor in interest, in the event of any default or breach by the party for any amount which may become due to the other party or any successor in interest, or on any obligation incurred under the terms of this Lease.

Section 27.21 Officials, Agents and Employees of State of Idaho Not Personally Liable. It is agreed by and between the parties that in no event shall any official, officer, employee or agent of the State of Idaho be in any way liable or responsible for any covenant or agreement contained in this Lease, express or implied, nor for any statement, representation or warranty made in or in any way connected with this Lease Agreement or the Premises. In particular, and without limitation of the foregoing, no full-time or part-time agent or employee of the State of Idaho shall have any personal liability or responsibility under this Lease Agreement, and the sole responsibility and liability for the performance of this Lease Agreement and all of the provisions and covenants contained in this Lease Agreement shall rest in and be vested with the Landlord.

Section 27.22 Nondiscrimination. Tenant hereby agrees to perform all of its obligations related to this Lease without discrimination on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and to comply with all relevant sections of: Title VI of the Civil Rights Act of 1964, as amended;; and The Age Discrimination Act of 1975; and to comply with pertinent amendments to these acts made during the term of this Lease Agreement. Tenant further agrees to comply with all pertinent parts of federal rules and regulations implementing these acts. Tenant hereby agrees to provide equal employment opportunity in employment and not to discriminate on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and covered veteran status to the extent required by applicable law.

Section 27.23 Construction or Renovation of Buildings. All buildings owned or maintained by any State government agency or entity, or which are constructed or renovated specifically for use or occupancy by any such agency or entity shall conform to all existing state codes, including but not restricted to, the Idaho General Safety and Health Standards, the International Building Code, the International Mechanical Code and the International Fire Code. If any conflict arises between applicable codes, the more stringent code shall take precedence. Prior to construction or remodeling of such buildings, where appropriate, construction plans shall be reviewed and approved by the Division of Building Safety, the State Fire Marshal's Office and the Permanent Building Fund Advisory Council.

Section 27.24 Long Term Energy Costs. Long-term energy costs, including seasonal and peaking demands upon the suppliers of energy, are to be a major consideration in the construction

of the Improvements. Special attention shall include energy conservation considerations including: (i) Chapter 13 of the International Building Code, 2000 Edition; (ii) use of alternative energy sources; (iii) energy management systems and controls to include effective means to monitor and maintain systems at optimal operations; and (iv) "state-of-the-art" systems and equipment to conserve energy economically. Tenant will perform energy modeling and provide those results to Landlord.

Section 27.25 Non-Smoking Buildings. All Improvements shall be designated as "non-smoking".

Section 27.26 Utility Information. Tenant agrees to provide Landlord with ongoing permission to access the utility information of the building to determine the amount of electricity and heating fuel consumed within the Premises. If Landlord is not able to access this information directly from the utility companies, Tenant agrees to furnish said information to Landlord upon request on a calendar year basis.

Section 27.27 Indoor Air Quality. Tenant agrees to develop and maintain an indoor air quality management program and to maintain it in conjunction with all construction projects in the Premises as well as on all ongoing maintenance and repairs of the Premises. Said program shall optimize and document the use of air quality compliant materials inside the Improvements to reduce the emissions from materials used in the Improvements. Ongoing indoor air quality requires the use of low or no VOC paints, solvents, adhesives, furniture and fabrics. VOC and chemical component limits shall not exceed Green Seal's Standard GS-11 requirements. Paints used on site shall be low VOC and are to be brush-applied only, spray painting is not allowed on the interior of the Building. Carpet must meet the requirements of the CRI Green Label Plus Carpet Testing Program. Carpet cushion must meet the requirements of the CRI Green Label Testing Program. Composite panels and agrifiber products must not contain added urea-formaldehyde resins. Laminate adhesives used to fabricate on-site and shop applied assemblies containing these laminate adhesives must contain no urea-formaldehyde.

Section 27.28 Certificates. As an accommodation to each other, each party shall, without charge, by written instrument duly executed and acknowledged, certify to any person, firm or corporation seeking certification of the following matters:

- (a) that this Lease has not been amended, or if it has, the substance of the amendment;
- (b) whether the Lease is in full force and effect;
- (c) the existence of any default, set-off, counterclaim, defense or Dispute Resolution regarding the resolution of any alleged default on the part of the other party;
- (d) the commencement of this Lease and the Term;
- (e) the dates to which Rent has been paid; and
- (f) any other matters that may reasonably be requested.

The certificate may be relied upon by the party requesting it and any other person, firm or corporation to whom by the terms of the certificate it may be exhibited or delivered, and the contents of the certificate shall be binding on the party which executed it.

Section 27.29 Short Form of Lease. The parties will, at the request of either one, promptly execute duplicate originals of an instrument, in recordable form, which will constitute a short form of Lease, setting forth a description of the Premises, the terms of this Lease and any other portions of the Lease, except the rental provisions, as either party may request. Tenant will pay all costs of recordation of any short form of lease.

Section 27.30 No Broker. The parties warrant and represent to each other that no real estate broker or agent was instrumental or in any way responsible in bringing about this Lease. Each party shall be responsible for any fees or compensation due any broker or agent engaged by such party.

Section 27.31 Time is of the Essence. Time is of the essence in this Lease and the performance of all obligations under this Lease.

Section 27.32 Guarantee. The performance of Tenant's covenants and obligations under this Lease shall be guaranteed by Guarantor in accordance with the guaranty by Tenant in favor of Landlord, which shall be executed simultaneously with the execution of this Lease (the "**Guaranty**") and attached hereto as Exhibit H. Guarantor shall maintain sufficient assets to fulfill its obligations under the Guaranty and if it does not, then Landlord may require Tenant to provide an additional or substitute guarantor of the Lease. All references to the Guarantor of this Lease shall also refer to any additional or substitute Guarantor, as applicable.

Section 27.33 Laws and Regulations Cited in Lease. With respect to any law or regulation cited in this Lease, the citation shall refer to the law or regulation as it may be amended from time to time, or any successor laws or regulations as the same may be renumbered or renamed from time to time.

Section 27.34. REIT Status. Landlord recognize that Tenant is owned directly or indirectly by a real estate investment trust ("**REIT**") and that such REIT must comply with a number of restrictions under the Internal Revenue Code (the "**Code**") to maintain its status as a REIT under Section 856 of the Code. Landlord agrees that Tenant will operate in a manner that will permit it to comply with all of the requirements necessary to enable the Tenant Parties to qualify as a REIT for U.S. federal income tax purposes. Landlord agrees that it shall not take any action which would cause any of the income derived by Tenant to fail to qualify as "rents from real properties" or as other qualifying income under Section 856(c)(2) of the Code without the express written approval of Tenant.

ARTICLE 28

REPRESENTATIONS AND WARRANTIES

Section 28.01 Representations and Warranties of Tenant.

(a) Tenant represents and warrants to Landlord that (i) Tenant is a limited liability company validly existing and in good standing under the laws of the State of Delaware, duly qualified and in good standing under the laws of the state in which the Premises is located, and has all requisite power and authority to carry on its business as now conducted and to execute, deliver and perform this Lease; (ii) the execution, delivery and performance of this Lease is within its power, has been authorized by all necessary action and does not contravene any provision of its certificate formation and operating agreement in effect on the date hereof; (iii) this Lease has been duly executed and delivered by an authorized person of Tenant; (iv) this Lease, assuming that it has been duly and validly executed and delivered by Landlord, is the valid and binding obligation of Tenant, enforceable against Tenant in accordance with its terms, subject to general equitable principles and applicable provisions of law related to bankruptcy, insolvency and creditors' rights generally; (v) the execution, delivery and performance by Tenant of this Lease does not conflict with or result in a breach of any of the provisions of, or constitute a default under, any bond, note or other evidence of indebtedness, indenture, mortgage, deed of trust, loan agreement or similar instrument, any lease or any other material agreement or contract by which Tenant, its activities or property is bound or any applicable law or order, rule or regulation of the court or governmental authority having jurisdiction over Tenant, its activities or property; (vi) as of the Rent Commencement Date, neither Tenant nor, to the knowledge of Tenant, Parent or Guarantor, has any current plans, or is party to any discussions, which would relate to or would result in (A) a Change of Control of Tenant, Parent or Guarantor, (B) the assignment or sublease of this Lease or (C) a sale or transfer of all or substantially all of the assets of Tenant, Parent or Guarantor; (vii) there are no lawsuits, claims, suits, or legal, administrative or other proceedings or investigations, civil or criminal, pending or, to Tenant's knowledge, threatened against or affecting Tenant, nor to Tenant's knowledge, is there any basis for any of the same; and there is no action, suit or legal, administrative or other proceeding pending or, to Tenant's knowledge, threatened which questions the legality or propriety of the transactions contemplated by this Lease; and (viii) no order, permission, consent, approval, license, authorization, registration or filing by or with any governmental authority having jurisdiction over Tenant, its activities or property is required for the execution, delivery or performance by Tenant of this Lease, and (ix) that Guarantor has and shall maintain sufficient assets to fulfill its obligations under the Guaranty; and (x) that Guarantor is a limited partnership validly existing and in good standing under the laws of the State of Delaware, and has all requisite power and authority to carry on its business as now conducted and to execute, deliver and perform the Guaranty.

Section 28.02 Representations and Warranties of Landlord. Landlord represents and warrants to Tenant that (i) it is a body corporate and politic of the State of Idaho is qualified to transact business in Boise, Idaho, and has all requisite power and authority to carry on its business as now conducted and to execute, deliver and perform this Lease; (ii) the execution, delivery and performance by Landlord of this Lease is within its power, has been authorized by all necessary action and does not contravene any provision of its governing documents or legislative authority, as in effect on the date hereof; (iii) this Lease has been duly executed and delivered by an authorized person of Landlord; (iv) this Lease, assuming that it has been duly and validly executed and delivered by Tenant, is the valid and binding obligation of Landlord, enforceable against Landlord in accordance with its terms, subject to general equitable principles and applicable provisions of law related to public entities, bankruptcy, insolvency and creditors' rights generally; (v) the execution, delivery and performance by Landlord of this Lease do not conflict with or result in a breach of any of the provisions of, or constitute a default under, any bond, note or other

evidence of indebtedness, indenture, mortgage, deed of trust, loan agreement or similar instrument, any lease or any other material agreement or contract by which Landlord, its activities or property is bound or, in the good faith belief of Landlord, and excluding any provisions of this Lease that are limited by the extent to which they are permitted by Law, for which Landlord makes no representation or warranty, any applicable law or order, rule or regulation of the court or governmental authority having jurisdiction over Landlord, its activities or property; and (vi) no order, permission, consent, approval, license, authorization, registration or filing by or with any governmental authority having jurisdiction over Landlord, its activities or property is required for the execution, delivery or performance by Landlord of this Lease.

SIGNATURE PAGE TO GROUND LEASE AGREEMENT BETWEEN BOISE STATE
UNIVERSITY AND EDR BOISE LLC DATED _____, 2015

IN WITNESS WHEREOF, each of the Parties hereto has executed this Lease
effective as of the day and year first set forth above.

LANDLORD

BOISE STATE UNIVERSITY

By: _____
Name: _____
Title: _____

TENANT

EDR BOISE LLC

By: _____
Name: _____
Title: _____

Exhibit A

Legal Description of the Land

[To be provided]

Exhibit B

Conceptual Drawings

[To be provided as drawings agreed upon by the parties]

Exhibit C

Easement Areas

[To be provided as drawings agreed upon by the parties]

Exhibit D

Temporary Construction Easement Area

[To be provided as drawings agreed upon by the parties]

Exhibit E

Development Budget

[To be provided and agreed upon by the parties]

BOISE STATE UNIVERSITY					PAGE 2	
BSU PAYS DEVELOPMENT COST OF DINING/ RETAIL (14,720 SQ FT)						
HONORS SPACE RENT NETTED AGAINST GROUND RENT						
HONORS HALL- BSU RES. LIFE- OPTION A-2						
DEVELOPMENT BUDGET				656 BEDS		PRELIMINARY DRAFT PRO FORMA
OTHER COSTS	Quantity	Unit Cost	\$ per Bed	100% Equity Total Cost	221,280 Sq. Ft. Residential/ Honors	14,720 Sq. Ft. Dining/ Retail
Upfront Ground Lease Payment (For Repurposing Towers Hall)			\$3,049	\$2,000,000	\$1,875,254	\$124,746
Demolition			\$229	\$150,000	\$140,644	\$9,356
Abatement			\$305	\$200,000	\$187,525	\$12,475
Total Other Costs			\$3,582	\$2,350,000	\$2,203,424	\$146,576
HARD COSTS						
Hard Cost Construction	236,000	\$116.00	\$41,732	\$27,376,000	\$25,462,400	\$1,913,600
Phase 2 Landscaping/ Site Lighting/ Benches/ Etc. By BSU			(\$300)	(\$197,000)	(\$197,000)	\$0
Dining/ Retail Build-Out Allowance	14,720	\$60.00	\$1,346	\$883,200	\$0	\$883,200
Site Costs			\$2,774	\$1,820,000	\$1,706,481	\$113,519
Greywater Redamation (By BSU in an amount not to exceed \$500K)			\$0	\$0	\$0	\$0
Blue Light Emergency Phones			\$0	By BSU	By BSU	By BSU
Total Hard Costs			\$45,552	\$29,882,200	\$26,971,881	\$2,910,319
FURNITURE, FIXTURES & EQUIPMENT						
Residential Furnishings (incl. install)	656	\$2,800	\$2,800	\$1,836,800	\$1,836,800	\$0
Honors College FF&E Allowance			\$152	\$100,000	\$100,000	\$0
Food Service FF&E, China, Glass, & Smallwares, etc.			\$0	By BSU	By BSU	By BSU
Carpet Tile (L&M)			\$0	Incl. in Constr.	Incl. in Constr.	\$0
Appliances (L&M)			\$0	Incl. in Constr.	Incl. in Constr.	\$0
Washers & Dryers			\$55	\$36,000	\$36,000	\$0
Electronic Locks			\$175	\$115,000	\$115,000	\$0
Telecommunication Equipment			\$762	\$500,000	\$468,814	\$31,186
Microfrig (A,B & RA Units Only)	175	\$650	\$173	\$113,750	\$113,750	\$0
Low-Voltage			\$610	\$400,000	\$375,051	\$24,949
Total FF&E			\$4,728	\$3,101,550	\$3,045,414	\$56,136
DESIGN FEES						
Arch./Engineering (Incl. Const. Admin.)			\$1,723	\$1,130,000	\$1,059,519	\$70,481
Arch./Engineering Reimbursables			\$38	\$25,000	\$23,441	\$1,559
Civil Engineering (Entitlements)			\$152	\$100,000	\$93,763	\$6,237
Other Engineers			\$0	Included in A/E	Included in A/E	Included in A/E
Landscape Architecture (Design/Build)			\$0	Included in A/E	Included in A/E	Included in A/E
Interior Design			\$46	\$30,000	\$28,129	\$1,871
Survey			\$20	\$13,000	\$12,189	\$811
Phase I & II Environmental			\$13	\$8,500	\$7,970	\$530
Geotech			\$6	\$4,000	\$3,751	\$249
LEED Certification			\$152	\$100,000	\$93,763	\$6,237
Total Design Fees			\$2,150	\$1,410,500	\$1,322,523	\$87,977
DEVELOPMENT/LEGAL/CLOSING COSTS						
Legal, Consulting and Professional Fees			\$229	\$70,000	\$65,634	\$4,366
Bank Inspector			\$46	\$0	\$0	\$0
Permit Fees			\$76	\$50,000	\$46,881	\$3,119
Closing/Title			\$191	\$125,000	\$117,203	\$7,797
Preopening & Marketing Costs			\$762	\$500,000	\$500,000	\$0
Development Fee	\$38,139,250	3.0%	\$152	\$99,808	\$0	\$99,808
Direct Development Cost			\$305	\$200,000	\$200,000	\$0
Construction Oversight Fee	\$32,983,750	1.0%	\$45	\$29,665	\$0	\$29,665
Direct Construction Oversight Cost			\$259	\$170,000	\$170,000	\$0
Travel & Miscellaneous Expenses			\$152	\$100,000	\$93,763	\$6,237
Real Estate Taxes (During Construction)			\$0	\$0	\$0	\$0
Impact/Tap Fees			\$160	\$105,000	\$98,451	\$6,549
Loan Commitment Fee			\$0	\$0	\$0	\$0
Builder's Risk Insurance (Included in Construction)			\$0	\$0	\$0	\$0
Testing			\$114	\$75,000	\$70,322	\$4,678
Construction Interest			\$0	\$0	\$0	\$0
Total Development/Legal/Closing Costs			\$2,324	\$1,524,473	\$1,362,254	\$162,219
PROJECT CONTINGENCY	\$29,882,200	5.00%	\$2,278	\$1,494,110	\$1,400,918	\$93,192
PROJECT DEVELOPMENT COSTS (Gross Amount)			\$60,614	\$39,762,833	\$36,306,415	\$3,456,418

Exhibit F

Prohibited Commercial Uses

Without the prior written consent of the Landlord, no portion of the Premises shall be used for:

- overnight public accommodations (except to Permitted Residents)
- Community outreach organizations primarily serving non university individuals with previous criminal convictions and or mental health concerns
- retail operation as would be in violation of local business zoning standards in and adjacent to residential spaces and living quarters.
- public policy advocacy organizations (other than those composed solely of University students and/or faculty)
- political parties or campaign operations (other than those related solely to University student campaigns)
- pawn shops
- nude or semi-nude dance halls; adult bookstores; or retail operations principally featuring sexually explicit materials or services for purchase
- head shop or drug paraphernalia sales operations
- package liquor sales or sales by the drink
- tobacco sales or use operations
- religious bookstores and or specific faith advocacy operations or any operation that may reasonably be viewed as a cult in nature (except meetings of University student faith based organizations)
- illegal operations or use
- gambling operations including but not limited to: slots; card games of chance; off track horse race betting parlors or bingo
- video and/or digital computer gaming retail sales or retail operations that feature adult restricted games and/or what would be reasonably perceived as excessively or gratuitously violent and/or sexual games.
- retail operation that principally retails or wholesales non medicinal ingestible materials (liquids; pills; supplements and stimulants) that can be reasonably considered to carry health risks due to usage.
- health care providing or associated facilities
- “sub leases” to entities or operations specifically excluded under this listing or other terms of the Lease
- educational material sales which would violate student or faculty ethical standards of the University
- sales of products governed by university pouring contracts or other single vendor agreements that Tenant is bound to under the terms of the Lease
- retail operations that are principally designed to encourage acquisition of credit cards or promote other credit applications
- cafeteria (except as permitted by the Lease)
- a theatre, a bowling alley, a health spa or a fitness center (except that “movie nights” for Permitted Residents are permitted and a fitness center exclusively serving the Permitted Residents for no additional charge)
- billiard parlor open to the public
- night club, dance hall or similar place of recreation or amusement
- business serving or selling alcoholic beverages
- business whose major source of business is derived from the cashing of checks or making loans
- grocery store or supermarket, a wholesale club operation, a discount store, or a fuel station or fuel station/convenience store
- textbook retail or wholesale store
- tattoo shop
- car wash or automotive repair
- employment agency for day labor

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

ATTACHMENT 1

- mortuary or cremation
- newspaper or magazine printing, except editorial and administrative offices or retail copying and printing services
- dependent care center
- public bath
- blood bank and blood plasma center
- second-hand/used merchandise sales (except upscale consignment targeted towards University students)
- self-service laundry (except laundry facilities primarily for the use of Permitted Residents are permitted)
- public storage garages or facilities
- pharmacy
- any use which directly competes with the University's then existing retail or commercial enterprises
- no other educational or directly competing use except as permitted by the University

Exhibit G

Applicable University Policies

Exhibit H

Guaranty

OPERATING AGREEMENT

BETWEEN

BOISE STATE UNIVERSITY

AND

EDR BOISE LLC

DATED _____, 2015

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THIS OPERATING AGREEMENT (“**Agreement**”) is made _____, 2015 between the IDAHO STATE BOARD OF EDUCATION BY AND THROUGH BOISE STATE UNIVERSITY, a State of Idaho public institution of higher education (“**Landlord**” or the “**University**”) and EDR BOISE LLC, a Delaware limited liability company (“**Tenant**”), a Delaware limited liability company.

RECITALS

A. On _____, 2015, the Landlord and Tenant entered into that certain Ground Lease Agreement of the Premises, as it may be amended, restated, supplemented, replaced or extended (the “**Lease**”) relating to the construction, use, possession, operation and management of a co-ed student housing facility to be known as “_____” (the “**Project**”).

B. The Project is composed of one or more facilities housing 600 undergraduate student beds composed of a 300 bed residential honors college and a 300 bed freshman living learning community, with associated food service and other mixed use opportunities as agreed upon by the parties located on certain real property owned by the University and located on West University Drive, with an anticipated completion date of August 2017, and financed by EdR pursuant to EdR’s ONE PlanSM – The On-Campus Equity Plan. Certain areas of the Project will be designated by Tenant for the operation and use of the University pursuant to the provisions set forth in the Lease and herein, for the purpose of an honors college and University offices and/or meeting spaces. In addition, a portion of the Project will contain space that may be used by the University for a dining facility to be operated by the University’s or the University’s chosen third party vendor.

C. Also concurrently with the execution of this Agreement, Guarantor has agreed to guarantee the covenants and obligations of Tenant under the Lease and this Agreement pursuant to a Guaranty dated as of the date hereof, by Guarantor in favor of the University (as amended, restated, modified or otherwise supplemented from time to time, the “**Guaranty**” and together with the Lease and any other agreements between the University and Tenant related to the Lease, collectively, the “**Related Agreements**”).

D. The University shall continue to operate the existing and future undergraduate residence halls located on its campus that are not developed pursuant to the Lease or otherwise by Tenant (such existing facilities, the “**University Facilities**”). The Premises and the University Facilities, comprise the “**On-Campus Student Housing**”.

E. All terms used herein but not defined shall have the meanings given to such terms in the Lease. In the event of any conflict between this Agreement and the Lease, the Lease shall be the controlling document.

AGREEMENTS

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein set forth by each party to be kept and performed, and for other good and valuable consideration, the receipt, adequacy and sufficiency of which are hereby expressly acknowledged by each party hereto, the University and Tenant hereby agree as follows with the intent to be legally bound.

ARTICLE 1

TERM

The term of this Agreement shall be coterminous with the Lease. This Agreement may not be terminated except upon a termination of the Lease in accordance with the terms of the Lease.

ARTICLE 2

MANAGEMENT OF THE PREMISES

Section 2.01 Tenant's Management Discretion. Except as otherwise set forth in this Lease, Landlord agrees that so long as Tenant is acting in a good faith and a reasonable manner in the best interests of the operation of the Premises in accordance with the terms of this Lease and applicable University Policies, it shall not interfere with Tenant's decisions with respect to the enforcement of Permitted Leases, the operation of the Premises, and the determination of rental rates for the Premises.

Section 2.02 Advisory Committee. An advisory committee consisting of two (2) executives of Landlord and three (3) executives of Tenant will meet on a semi-annual basis to review the operations of the Premises and discuss the performance of the Premises, University activities affecting the Premises or Permitted Residents and any outstanding concerns of either Landlord or Tenant. The role of the Advisory Committee is to provide informed guidance on issues related to the parties and the Premises. The Advisory Committee shall also serve as the venue for negotiation in the first step of the formal dispute resolution process set forth in The Lease. The Advisory Committee should include individuals with decision making authority for their organization and persons who possess the background and skills to evaluate and make recommendations regarding the operation of the Premises.

Section 2.03 Management Agreement. Landlord agrees that the Premises may be operated for the purposes described in this Agreement under the terms of a management agreement not inconsistent with the terms of this Agreement and the Lease, under which EDR Management Inc., a management company affiliated with, controlled by or under common control of the Tenant Parties (the "**Manager**") manages and operates the Premises for and on behalf of Tenant for a management fee equal to three percent (3%) of the Gross Revenue.

Section 2.04 Commercial Tenant Rent. Tenant shall determine the rental rates for the Commercial Tenants in a manner that takes into account the best interests of the Project and does not conflict with existing contracts between the University and such Commercial Tenant.

Section 2.05 Permitted Resident Rent. Tenant shall determine the rental rates for the Permitted Residents as set forth herein (the "**Resident Rent Rate**"). Landlord shall have the right to approve the initial Resident Rent Rate for the first year that the Premises are occupied, such approval not to be unreasonably withheld, conditioned or delayed. Thereafter, Tenant will determine the Resident Rent Rate acting in a good faith and a reasonable manner in the best interests of the operation of the Premises in accordance with the terms of this Lease. The annual rate increases for the Resident Housing Fees may not increase by more than the greater of (a) four percent (4%) per year over the prior academic year's Resident Housing Fees; (b) the CPI Percentage Increase; and (c) the rate of increase at the University's other on-campus housing based on a three year average rent increase. In the event that Tenant is unable or unwilling to implement a Resident Housing Fee increase equal to the maximum amount permitted in a given Fiscal Year, Tenant shall be permitted to increase the Resident Housing Fees in subsequent years in order to match the actual Resident Housing Fees to the Resident Housing Fees that would have resulted if Tenant had increased the Resident Housing Fees each year by the maximum amount permitted (a "**Resident Housing Fee Increase Catch-Up**"); provided that the amount of a Resident Housing Fee Increase Catch-Up in any given year shall not exceed six percent (6%) over the prior academic year's Resident Housing Fees.

Section 2.06 Resident Rent Rate Increases. If Tenant determines a need for housing fee increases higher than permitted in Section 2.05 due to extraordinary increases in operating expenses, including but not limited to utilities and taxes or other circumstances reasonably deemed by Tenant to warrant an increase in the Resident Housing Fees, the Advisory Committee shall meet to consider such extraordinary increase in the Resident Rent Rate.

Section 2.07 Advisory Committee Disagreements. In the event a question arises over whether Tenant has made such decisions in a good faith and reasonable manner in the best interests of the operation of the Premises in accordance with the terms of this Lease, the Advisory Committee shall meet and Tenant shall provide evidence to support such rental rate including, for illustrative purposes only, factors such as rates at other comparable universities including other facilities owned or managed by Tenant or Guarantor, local student housing market comparisons, actual financial performance of the Project compared to original financial projections and/or such other objective criteria upon which such rate is based. Notwithstanding anything herein or in the Lease to the contrary, in the event of a disagreement of the Advisory Committee, Tenant's representatives shall have the deciding vote as to student rental rates, the operating budget or the need for capital expenditures and, regardless of the composition of the Advisory Committee, the University will have the deciding vote with regard to residence life issues and student conduct.

Section 2.08 Permitted Leases. Residential Residents shall occupy the Premises pursuant to a written lease in the form agreed upon by Landlord and Tenant (the "**Permitted Residential Leases**"). Commercial Tenants shall occupy the Premises pursuant to a written lease, license or sublease as negotiated by Tenant and approved by Landlord (each, a "**Permitted Commercial Lease**" and together with the Permitted Residential Leases, the "**Permitted Leases**").

Section 2.09 Leasing.

(a) Coordination. The University and the Tenant agree to coordinate the leasing process for the Premises so as to provide all residents of the University's on-campus student housing with a seamless, uniform application and leasing experience. Students will pay the same application fees, security deposits and other fees assessed to on-campus student residents. In connection therewith, the University and Tenant will align their calendars with regard to the operation of the Premises and interaction with students.

(b) Availability. Tenant will identify and allocate rooms in the Premises to the Permitted Residents. Tenant will make the Premises available for housing Residential Residents during the University's Academic Year and at Tenant's discretion, make the Premises available for rent to Residential Residents during the remaining months of the calendar year.

(c) Applications. The University shall administer and process all applications from potential residents of the Premises along with the other on-campus housing facilities and forward to Tenant all applications for the Premises. The University and Tenant shall require all potential residents to apply for housing by completing the University's standard housing application. Any application fees paid by Permitted Residents shall be included in the Gross Revenue and shall be an amount that is reasonable in comparison to other University fees and not so onerous as to discourage residence at the Premises.

(d) Room Assignments. The University and Tenant will jointly process and coordinate all room assignments for the Premises using the roommate matching program used by the University or otherwise approved by the University. Tenant will have access to the University's assignment software and Tenant will pay any costs associated with required licenses for the use of same. All on-campus housing (including the Project) shall be treated on a pari passu basis with respect to room assignments and summer conferences, except as affected by student preference.

(e) Student Rent Collection.

(i) The University agrees to collect all housing charges billed (A) by the Tenant to the Student Residents, including rent, fees, damage reimbursement and all other charges (the "**Student Resident Rent**") and (B) by the University to the residents of the University Facilities. The University shall bill Student Residents of the Tenant Facilities and residents of the University Facilities in the same manner, and the Tenants

shall direct all residents of the On-Campus Housing to remit payment for Student Resident Rent directly to the University. The University, in accordance with its customary practices and procedures, shall collect all payments made on each Student Resident's account, including funds received from third party sources that are applicable to the payment of Student Resident Rent including, but not limited to, scholarships, financial aid, grants, student loans, stipends or GI bill benefits ("**Student Resident Rent Funds**").

(ii) The University will provide Tenant visibility as to the available Student Resident Rent Funds in the form of read-only online access to the Student Resident account balances so that Tenant has access to the status of collection of Student Resident Rent Funds at all times. The University agrees to use its reasonable best efforts to keep its systems updated in a timely manner so that the information reviewed by the Tenants reflects the most up to date collection information feasibly available.

(iii) On a weekly basis (the "**Payment Date**"), the University will deliver to Tenant by ACH transfer all Student Resident Rent Funds collected, with a roster supporting the payment and detailing any delayed payments that the University is aware of that are to be made on behalf of the student towards his or her Student Resident Rent. The University and Tenant will cooperate and staff a reporting system that will provide Tenant with monthly settlement statements containing monthly period-end reconciliation to balance with period close from the University's financial system. Tenant acknowledges and agrees that all payments made by a Student Resident to the University Bursar's Office shall be allocated to the Student Resident's account in the following priority: (a) to unpaid tuition fees, whether owing for a prior semester or for an upcoming semester; (b) to unpaid mandatory student academic fees and other mandatory fees required for enrollment by any student at the University; (c) to Gross Revenue of the Premises; (d) to dining fees and related charges; and (e) to any other charges. For purposes of this Agreement, the term "**University Business Day**" means a normal University business day, not including Saturday, Sunday, any holiday observed by the University employee holiday, or any day on which the University is closed for any reason.

(iv) Tenant assumes all risk for non-payment by Permitted Residents. Tenant acknowledges that, so long as the University complies with its obligations to disburse Student Resident Rent Funds by the Payment Date and otherwise complies with this Section 2.09(e), Tenant shall have no recourse against the University for the failure of a Student Resident to pay rent when due and Tenant's sole recourse in the event of nonpayment of Student Resident Rent owed by a Student Resident under a Permitted Residential Lease shall be to proceed directly against the Student Resident as permitted by the terms of the Permitted Residential Lease, which shall contain provisions for eviction for nonpayment and other lease defaults. In addition, the University agrees to support Tenant in its collection efforts with the same methods the University uses to collect student housing fees owed by students residing in other on-campus facilities, including withholding access to grades and records, and /or not permitting enrollment in classes, until all housing related fees and charges are paid in full. Tenant may undertake such efforts as it deems appropriate to collect any unpaid Student Resident Rent, provided that any such efforts must be undertaken in the name of Tenant and not in the name of the University. Tenant may not, directly or indirectly, represent that any amount is owed to the University or that it is collecting any amount on behalf of or for the University. Without limiting any other indemnity provision herein, Tenant agrees to indemnify and hold harmless Landlord against any claim, loss, expense or damage incurred or suffered by the Landlord as a result of Tenant's collection efforts.

Section 2.10 Life & Safety.

(a) Jurisdiction. The Premises shall be served by the Boise State University Campus Security & Police Services ("**University PD**").

(b) Access. Tenant shall provide access to the Premises to the University PD that is reasonable under the circumstances of the requested entry, including access to the public areas of the Premises at all times and access to areas leased to Permitted Tenants when needed to protect the safety or security of life or

property. Tenant agrees to coordinate with the University PD in the installation of a rapid entry system (e.g., a Knox-Box system) at the Premises.

(c) Alarms. Tenant agrees to use the standard alarm systems as currently utilized by the University, or such other third-party alarm system approved by the University. Tenant will notify, or instruct its third party alarm operator to notify, the University PD, dispatch center, in the event that a fire alarm is activated at the Premises in response to which the Boise Fire Department is alerted to the alarm. Such notice shall be provided to the University PD contemporaneously with the notice provided to the Boise Fire Department.

(d) 911 Databases. The University shall assist Tenant in coordinating the correct address for the Premises. Tenant shall be responsible for placing the address for the Premises in the proper 911 databases, and shall notify the University promptly after such placement has been completed.

(e) Video Security Measures. Tenant will cooperate with the University in keeping the campus and the Premises safe and secure, which cooperation shall include, but not be limited to, taking the following actions: (i) installing and maintaining cameras or other security devices in, on or around the Premises that have been selected by the University and which are compatible with the systems used by the University to provide remote video feed of other buildings on the University's campus, so long as such systems meet Tenant's standards and the approved Project Budget; (ii) connecting such exterior cameras and devices to the University's video and security monitoring systems; and (iii) permitting the University reasonable access to all video and other data streams produced by the interior cameras and other recording devices installed at the Premises. Landlord (i) acknowledges that Tenant will not monitor any video at the Premises and (ii) agrees that the University will be responsible for any license fees associated with the University's master monitoring systems, however if an additional "seat" license is required for the added increment of a security workstation within the project, such fee shall be the responsibility of the tenant.

(f) Emergency "blue light" or Courtesy Phones. The University will install, and thereafter be responsible for the cost and upkeep of all on campus emergency "blue light" phones on the Premises.

(g) Clery Act Reporting. Tenant will cooperate with University and provide University information upon request and as necessary to comply with the University's obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC Section 1092(f)) and accompanying regulations.

Section 2.11 Residence Life.

(a) Residence Life Functions. The University will manage and provide resident life programming for Student Residents in a manner that ensures that the Student Residents are provided all the reasonable care, support and consideration that they receive in the University's other on-campus housing facilities. The Residence Life staff may include Resident Directors, Front Desk Staff, Resident Assistants, Senior Staff or other such staff members that the University determines to be in the best interest of residence life at the Premises (the "**Residence Life Staff**"). The Residence Life Staff who reside at the Premises will enter into a Permitted Resident Lease with Tenant and pay rent in the same amount and under the same conditions as the other Student Residents of the Premises. The University may at its option pay rent on behalf of any Residence Life Staff. The Residence Life Staff will cooperate with Tenant in its marketing, operation and maintenance of the Premises and shall use their best efforts to assist Tenant in maintaining the Premises in a first class manner.

(b) Meetings. Tenant will designate a representative to attend and participate in regular status meetings with the University's residence life staff and with other University staff or committees as appropriate.

(c) Code of Conduct. Tenant will require Student Residents to adhere to the University's code of student conduct including termination of a student's residency at the Premises (but not such student's remaining rent obligations) based on behavior as determined by the University's student conduct process.

Section 2.12 Marketing. The University and Tenant agree that it is in the best interest of the students of the University and the operation of the on-campus student housing that each party cooperate in good faith to coordinate the marketing of the Premises along with the other on-campus housing so that they are presented uniformly to prospective students.

(a) Joint Marketing Materials. At Tenant's request, the University will include marketing information for the Premises in the published marketing materials produced by the University for the other on-campus housing facilities (the "**On-Campus Housing Marketing Materials**"). The University and Tenant shall cooperate in good faith to determine the contents of the marketing information for the Premises included in the On-Campus Housing Marketing Materials. Tenant and the University shall agree on a budget for the portion of On-Campus Marketing Materials allocated to the Premises and Tenant shall promptly reimburse the University for any such previously approved costs that are incurred by the University.

(b) Certain Marketing Efforts. Whether the marketing materials are joint, or Tenant provides its own marketing materials, at a minimum, the University shall:

(i) permit Tenant to display brochures and sales materials in the University's housing office and wherever else the University markets on-campus housing;

(ii) send emails to current, prospective and transfer students, forwarding Tenant's marketing materials for the Premises on Tenant's behalf to the same extent that the University sends emails to current, prospective and transfer students containing marketing materials for other on-campus housing; and

(iii) the University will work with Tenant to identify appropriate summer conferences or camps to support budgeted summer revenue targets and otherwise promote summer conference and camp business at the Premises on the same basis as other on campus housing options and entitle the Premises to offer use of other on campus buildings to summer conferences and camps on the same basis as other on campus housing.

provided that, in all cases, the marketing materials and distribution method shall be approved by the University.

(c) Website Links. The University shall provide current information regarding all On-Campus Housing Marketing Materials, including the Premises, on the University's housing website, including links to a webpage for the Premises.

(d) Tours. Tenant shall cooperate in good faith with the University's Visitor Center to allow access to the interior, common spaces of the Premises as part of the tours of the University's campus conducted by the University's Visitor Center. To the extent available, during such tours Tenant shall provide access to a bedroom in the Premises for purposes of allowing prospective students of the University to view the bedrooms at the Premises. If the University requires a model unit for tours, the rent due for such model unit will be deducted from the sums payable to the University.

(e) Marketing Events. The University and Tenant shall cooperate in good faith to market the Premises during recruiting events hosted by the University at which housing options are presented to prospective students. Such events include, but are not limited to, advising conferences, merit weekends and preview nights.

(f) Non-disparagement Agreement. Tenant and the University agree that in marketing the on-campus housing, whether jointly or separately, in written materials, electronic or website communications, at Premises tours, marketing events, or otherwise, the University and Tenant shall not, and shall cause their respective employees and agents to not, disparage or otherwise negatively portray any of the on-campus housing options.

Section 2.13 Student Amenities. Student Residents shall have the same access as residents of other on-campus housing to amenities, including the ability to purchase parking, provided by the University, including but not limited to athletic, recreational or study spaces and the University's bus or shuttle system, which shall serve the Premises.

Section 2.14 Tenant's Employee Parking. Tenant's staff shall have the same parking privileges as are available to University employees.

Section 2.15 On-Campus Dining. The Student Residents will be required by the University or permitted to use the existing University dining services upon the same terms and conditions as the student residents of other on-campus housing.

Section 2.16 Compliance with Landlord Contracts. Tenant's use of the Premises shall strictly comply with all terms of the contracts and agreements listed on Exhibit ___ attached hereto, as the same may be amended, extended or renewed from time to time (the "**University Vendor Contracts**"). Landlord shall be permitted to add additional contracts to Exhibit ___ upon thirty (30) days prior written notice to Tenant; provided, however, that Tenant shall not be required to comply with (a) any future amendments to the existing University Vendor Contracts or any future University Vendor Contracts, if such future amendment or future contract would cause a materially adverse economic impact on Tenant's Net Income under this Lease, unless Tenant consents in writing to comply with such future amendment or future contract except as provided in Section 10.01 of the Lease.

Section 2.17 Information Technology.

(a) Video Services. Tenant shall provide video services to the Permitted Residents utilizing cable or satellite dish technology selected by Tenant. Video signal will be provided to the Permitted Residents via the cable plant installed in the Premises by Tenant. Tenant shall be responsible for costs associated with the cabling plant, video headend equipment and distribution services required to provide video services to the Permitted Residents. Tenant shall maintain and update the video services provided to the Permitted Residents in accordance with its obligations to maintain the Premises in a Class A Condition. The University will coordinate with Tenant so that University developed programming or designated channels are provided to the Permitted Residents on the same basis as to other students housed on campus without additional charges or fees.

(b) Provision of Bandwidth to the Tenant Facilities.

(i) Tenant, at its sole cost and expense, shall install the pathway to connect the Premises to the existing campus infrastructure to the closest point of the connection to the Premises and agreed to by the parties; provided that any portion of such installation located outside of the Premises shall follow the pathway approved by the University in its sole and absolute discretion.

(ii) The University shall provide sufficient cabling infrastructure for analog telephone services for the Premises. The University will be responsible for extending the analog cabling to the point in the Premises referred to in the Plans as the DEMARC location. At Tenant's discretion, subject to the reasonable aesthetic concerns of Landlord.

(iii) Tenant shall provide bandwidth for Internet access throughout the Premises starting at the DMARC location for use by the Permitted Residents and the Tenant's staff or Tenant may choose to provision bandwidth from a third party provider. If requested by Tenant, the University will cooperate with the Tenant's efforts to purchase bandwidth directly from Landlord's bandwidth provider. Tenant shall be responsible for costs associated with fiber and cabling plant within the Premises, data headend equipment and distribution services required to provide Internet access to the Permitted Residents (including upgrades and replacements). Tenant shall also be responsible for providing all internet, wireless internet and television support services to the Permitted Residents.

(c) Information Technology Support.

(i) The University's information technology department ("University IT") and Tenant shall cooperate to mutually develop and follow procedures that provide an environment for technical support of the Internet system at the Premises to the residents.

(ii) Tenant will provide the first line support for all calls for (A) all information technology provided to the Permitted Residents at the Tenant Facilities, including Internet system, surveillance system, audio visual, and television support; and (B) and Tier Two support for the Internet system for the University Reserved Space; and any other multi-purpose space in the Premises where official course and other instruction is conducted by University faculty and personnel.

(iii) University IT personnel will provide the first line support for all technology located in (A) the University Reserved Space; and (B) any other multi-purpose space in a Tenant Facility where official course and other instruction is conducted by University faculty and personnel, but only during such times that such course or other instruction is being conducted.

(d) Information Technology Governance.

(i) University IT and the Tenant shall share information regarding student satisfaction related to technology services at the Premises. University IT and the Tenant shall cooperate to develop a mutually acceptable and consistent approach for collecting that data, which may include conducting an annual student satisfaction survey to obtain student input regarding technology service levels.

(ii) University IT and the Tenant will meet annually to assess the service level metrics for the Internet system and student satisfaction with the technology experience at the Premises.

(iii) Tenant shall be responsible for managing the resolution of alleged violations of the Digital Millennium Copyright Act ("DMCA") by Permitted Residents of the Premises. The Tenant, and any third party service-provider of the Tenant, shall cooperate with and assist University IT in the resolution of such alleged violations, and shall take appropriate actions in connection therewith, including, but not limited to, removing the internet access of a Permitted Resident against whom a DMCA violation has been alleged, and restoring the internet access of such Permitted Resident following the resolution of the alleged DMCA violation. Tenant will inform Landlord of any residents with alleged DMCA violations and cooperate with any actions the Landlord may impose on a Permitted Resident.

(e) Access Card Reader and Electronic Locks. Tenant shall install and maintain the card reader access and electronic lock technology system for unit entry locks, exterior access and any other portions of the Premises that should be secured. Tenant will coordinate card access with the University's card access system to minimize the number of cards required for access to on campus buildings.

Section 2.18 Public Relations. Tenant and the University's public relations department will cooperate with one another regarding the dissemination of information about the Premises, Tenant or the University. The University recognizes that Tenant is part of a public company with frequent reporting requirements. The University and Tenant will not intentionally disclose information known to be damaging to the other. The University and Tenant will identify to the other party any information that is sensitive, confidential or potentially damaging to it and neither party will disclose such information without consulting with the other party.

Section 2.19 Postal and Parcel Delivery Services. The University and the Tenant shall cooperate in good faith in providing postal and parcel delivery services to Permitted Residents of the Premises.

Section 2.20 Pest Control. Tenant acknowledges that pest control prevention and an immediate response in the event of infestation, particularly with respect to members of the cimicidae family, commonly referred to as bed bugs, is critical to ensuring a clean, healthy environment for Permitted Residents of the Premises. Tenant agrees to establish a qualified third party pest control contract with a contractor that is certified in handling all pests and has a record of success in handling any particular pest problem at issue in the Premises. If desired by Tenant, the University agrees to cooperate in good faith to assist Tenant in establishing an independent contract with the University's third party pest control vendor.

Section 2.21 Other Services Provided by the Tenants.

(a) Laundry Services. No later than the start of the academic year in 2017, the University shall charge all residents of its on-campus housing for laundry services and laundry services shall be provided to Student Residents for the same fees, if any, as charged to other residents of on-campus student housing. If requested by Tenant, the University agrees to cooperate in good faith to assist Tenant in establishing an independent contract with the University's (current or future) third party laundry vendor. Tenant agrees to use its reasonable best efforts to structure the laundry machines in the Premises to accept a Student Resident's University identification card in order to access the cash account maintained by the University on behalf of the student (the "**University ID**"). Regardless of the method of payment, all laundry fees and any other revenue or savings generated by the laundry services provided by Tenant are Gross Revenues of the Project. The University shall remit the laundry machine revenues collected through the University ID to Tenant on a quarterly basis.

(b) Beverage Machines. Tenant agrees beverage machines will be operated under the University's exclusive beverage service and vending contract, provided however that the portion of revenue under such contract provided to the University, will instead be Gross Revenue of the Premises. The University shall remit the beverage machine revenues provided to the University by its beverage vendor to Tenant on an annual basis.

ARTICLE 3

INDEMNITY

Section 3.01 Tenant's Indemnification of Landlord.

(a) Tenant shall defend with competent counsel, indemnify and hold harmless the University, and its trustees, officers, agents, employees and affiliated and support entities from and against any and all liabilities, obligations, losses, damages, fines, penalties, claims, demands, costs, charges and expenses, including, without limitation, reasonable fees of architects, engineers, consultants and attorneys and costs associated with administrative and judicial proceedings incurred by Landlord as a result of Tenant's breach of its obligations under this Lease, which may be imposed upon, incurred by or asserted against Landlord in connection with any of the following (collectively, the "**Claims**"):

- (i) Any work done in, on or about the Premises;
- (ii) Any use, non-use, possession, occupation, condition, operation, maintenance or management of the Premises, except where such claims are a result of the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees;
- (iii) Any act or omission of Tenant or any of its agents, concessionaires, contractors, servants, employees, or invitees, Landlord or its agents, concessionaires, contractors, servants or employees;
- (iv) Any accident, injury or death to any person or damage to any property occurring in, on or about the Premises or the Construction Easement Areas, except resulting from the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees; or
- (v) Any failure by Tenant to perform or comply with any of the covenants, agreements, terms, provisions, conditions or limitations in this Lease required by the provisions of this Lease to be complied with or performed by Tenant.

Section 3.02 Survival. The provisions of this Article shall survive the expiration or earlier termination of this Lease with respect to events, acts or omissions during Tenant's Use Period.

ARTICLE 4

DISPUTE RESOLUTION

The dispute resolution procedures in the Lease shall govern any disputes related to this Agreement.

ARTICLE 5

DEFAULT

Section 5.01 Tenant Events of Default. Any one or more of the following events shall constitute an event of default of Tenant under this Operating Agreement (a "**Tenant Event of Default**" or "**Tenant Default**"):

(a) Tenant's failure to observe and perform any of the other terms, covenants, conditions, limitations or agreements under this Lease on Tenant's part to be observed or performed and the continuation of the failure for a period of thirty (30) days after notice from Landlord to Tenant specifying the nature of the failure; provided that if the default involved is curable but not within thirty (30) days, then so long as Tenant shall commence the cure involved within such thirty (30) day period after notice and thereafter diligently pursue completing the cure, the time within which such cure must be completed shall be extended for the period necessary to complete the cure

Section 5.02 Chronic Default. Tenant shall be deemed in "**Chronic Default**" under this Agreement if Tenant, more than three (3) times in any twenty-four (24) month period, fails to observe and perform any other terms, covenants, conditions, limitations or agreements under this Agreement on Tenant's part to be observed or performed (regardless of whether Tenant has timely cured). If Tenant is in Chronic Default, then Landlord shall be permitted to declare a Tenant Event of Default by providing written notice to Tenant and Tenant shall have no further cure periods for such default.

Section 5.03 Remedies on Tenant Default. The remedies for default shall be as set forth in the Lease.

ARTICLE 6

MISCELLANEOUS

Section 6.01 University Accreditation. Tenant agrees to (a) cooperate with the University in the University's accreditation process and (b) take all actions and do all things necessary to ensure that its possession, use, operation and management of the Premises does not negatively affect the University's accreditation.

Section 6.02 Conditions Precedent. The effectiveness of this Agreement shall be subject to the approval of the Idaho Board of Education and any additional consents or approvals required by legislation and regulations governing Landlord.

Section 6.03 Force Majeure. Neither Landlord nor Tenant shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Lease, for any failure or delay in fulfilling or performing any term of this Lease, when and to the extent such failure or delay is caused by or results from Force Majeure. For purposes of this Agreement, Force Majeure means any event or condition beyond the reasonable control of a party which, despite its reasonable efforts to prevent, avoid, delay or mitigate, prevents, impacts or delays a party from performing its obligations under this Lease. Force Majeure includes, but is not limited to: (a) acts of God; (b) flood, fire, hurricane, earthquake or unusually severe weather; (c) epidemic or quarantine; (d) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, explosion, riot or other civil unrest; (e) government order or law; (f) actions, embargoes or blockades in effect on or after the date of this Agreement; (g) action by any governmental authority; (h) national or regional emergency; (i) strikes, labor stoppages or slowdowns or other industrial disturbances; (j) shortage of adequate power or transportation facilities; (k) significant and severe change in the economic condition of a party related to market forces or unforeseen loss of government funding beyond the control of such party and not proximately related to such party's own actions; (l) significant increases in the price of construction labor and materials prior to commencement of the Project that are greater than the average annual increases in the last ten years; (m) failures in the banking and financial systems of the United States; and (n) other events beyond the reasonable control of the party impacted by the Force Majeure Event (the "**Impacted Party**"). The Impacted Party shall give notice as soon as practicable but in any event, within ten (10) business days of the Force Majeure Event to the other party, stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. Force Majeure events shall not excuse Tenant from the prompt payment of Rent as required under this Lease.

Section 6.04 Relationship of the Parties. This Lease shall not be deemed or construed to create or establish any partnership or joint venture or similar relationship or arrangement between the parties.

Section 6.05 Authorized Representatives. Tenant hereby appoints the following as its respective Authorized Representatives during Development of the Project: Thomas Trubiana and Steven Schnoor, and for the Management of the Facilities, Christine D. Richards, each of whom may act individually, and such other persons as may be appointed in writing by them from time to time and with prior written notice of such appointment provided to Landlord. Landlord hereby appoints _____ as its Construction Coordination Authorized Representative and such other individual as may be appointed by Landlord from time to time.

Section 6.06 Notices. Any notice, request or other communication given or made hereunder ("**Notice**") shall be in writing and sent by either of the parties or their respective attorneys by any of the following means: (i) by registered or certified mail, return receipt requested, postage prepaid, (ii) by personal

delivery, (iii) by recognized overnight delivery service for overnight delivery or (iv) by facsimile or e-mail, provided, however, that notice by facsimile or e-mail shall be promptly supplemented by delivery of notice as provided in (iii) above. Any such Notice shall be addressed to the other party at the mailing addresses, facsimile numbers or e-mail addresses set forth below, or to such other mailing addresses, facsimile numbers or e-mail addresses for each party as each party may hereafter designate by Notice given to the other party pursuant to this Section:

To Landlord/University:

Boise State University
Office of General Counsel
Attention: Kevin Satterlee
1910 University Dr.
Boise, ID 83725-1002

With a Copy to:

Boise State University
Real Estate Services
Attention: Jared Everett
1910 University Dr.
Boise, ID 83725-1247

To Tenant:

Education Realty Trust, Inc.
999 South Shady Grove Road, Suite 600
Memphis, Tennessee 38120
Attention: President and General Counsel
Telephone: (901) 259-2500
Facsimile: (901) 259-2594

With a copy to (which shall not constitute Notice):

Martin, Tate, Morrow & Marston, P.C.
6410 Poplar Avenue, Suite 1000
Memphis, Tennessee 38119
Attention: Clayton C. Purdom
Telephone: 901-522-9000
Facsimile: 901-527-3746
Email: cpurdom@martintate.com

Section 6.07 Access to Records; Public Records Law. The parties hereto acknowledge that Idaho Public Records Law, Idaho Code Title 74, Chapter 1, as amended, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used or retained by a State agency regardless of physical form or character. Accordingly, certain Information may be public record subject to disclosure under the Idaho Public Records Law. Information Tenant considers exempt under the Public Records Law or otherwise protected by disclosure, must be marked as "exempt" or "trade secret" on **EACH PAGE** containing such information. Only those pages identified as "trade secret" or otherwise exempt from disclosure will be exempt from disclosure and the University will honor such nondisclosure to the extent permitted by law. All other pages of the proposal will be released without review. The exemption for "trade secrets" and other exemptions from the Public Records Law are limited and information will be exempt from disclosure only to the

extent the content meets the definition of trade secret or other applicable exemption in the Public Records Law. Accordingly, the University cannot guarantee information marked as “trade secret” or “exempt” will be exempt from disclosure. In addition, certain documents and materials may be required to be publicly disclosed and available for the purpose of presentation to and meetings of the Idaho State Board of Education. Tenant acknowledges such Information shall be public to the extent required by applicable laws, regulations and policies of the Idaho State Board of Education and consents to disclosure of such Information.

Section 6.08 Confidentiality. Subject to Section 6.01, the parties acknowledge that certain matters relating to this Agreement and the information related thereto, including without limitation any information relating to parties or their affiliates and all student records maintained by the University that are protected by the Family Rights and Education Privacy Act (FERPA), Idaho state law and/or University regulations, collectively (the “**Information**”), are confidential in nature. To the extent permitted by law, the parties covenant and agree to keep the Information confidential and will not (except as required by applicable law, regulation, or legal process, and only after compliance with provisions hereof), without the prior written consent of the other party, disclose any Information in any manner whatsoever; provided, however, that the Information may be revealed only to a party’s key employees, legal counsel and financial advisors (collectively, “**Contract Parties**”, and each individually “**Contract Party**”), each of whom shall be informed of the confidential nature of the Information, shall agree to act in accordance with the terms hereof, and shall agree to use the Information solely for the purpose of evaluating the transaction contemplated in this Agreement. In the event that a party or Contract Parties are requested pursuant to, or required by, applicable law, regulation or legal process (collectively “**Applicable Law**”) to disclose any of the Information, the applicable Contract Party shall notify the other party promptly so that such party may seek a protective order or other appropriate remedy (collectively “**Remedy**”) or, in the affected party’s sole discretion, such party may waive compliance with the terms hereof; provided, however, that the Remedy must be of a nature that a Contract Party’s failure to disclose the information will not place the Contract Party in violation of Applicable Law or otherwise expose the Contract Party to any liability for failure to disclose the Information as required by Applicable Law, and, provided further, that the Remedy must be secured not later than forty-eight (48) hours in advance of the deadline for disclosure of the Information in compliance with Applicable Law. In the event that no Remedy is obtained, or that the affected party waives compliance with the terms hereof, the Contract Party may furnish only that portion of the Information which it is advised by counsel is legally required and will exercise all reasonable efforts to obtain reliable assurance that confidential treatment will be accorded the Information. Each party shall be responsible for any breach of the covenants in this Section by any Contract Party.

Section 6.09 Non-Recourse Agreement; No Recourse to State of Idaho General Fund Appropriations. No funds of the State of Idaho shall be used for any University obligation set forth in this Lease, including without limitation termination fees set forth in Article 26, or any payment or damages required of the University in case of default hereunder. In no case shall the University have any obligation or liability under this Agreement in any given year of the Term in excess of the revenues from the Project for such year (“**Annual Project Revenues**”), except for the payment of the Early Termination Fee upon termination of the Term, which may be paid by revenues from the Project escrowed for such event, general revenues of the University, or by another third party operator of the Project, but in no case by appropriations or other funds of the State of Idaho.

Section 6.10 Interpretation. Unless otherwise specified herein: (a) the singular includes the plural and the plural the singular; (b) words importing any gender include the other genders; (c) references to persons include their permitted successors and assigns; and (d) the headings of articles and sections contained in this Lease are inserted as a matter of convenience and shall not affect the construction of this Lease. The parties have jointly, with the advice and assistance of their respective legal counsel, participated in the negotiation and drafting of all of the terms and provisions of this Lease, and, accordingly, it is agreed that no term or provision of this Lease shall be construed in favor of or against any party by virtue of the authorship or purported authorship thereof by any party.

Section 6.11 Applicable Law. This Lease shall in all respects be governed by, and construed in accordance with the laws of the state in which the Premises are located. Venue for purposes of any actions brought under this Lease, or under any agreement or other document executed in conjunction herewith, shall be in the courts of Ada County, Idaho and the parties hereby irrevocably consent to the jurisdiction and venue of such courts.

Section 6.12 Amendment and Waiver. This Lease may be amended or changed only by written instrument duly executed by Landlord and Tenant and any alleged amendment or change which is not so documented shall not be effective as to either. The failure of either to insist in any one or more instances upon the strict performance of any one or more of the obligations of this Lease, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of the performance of such one or more obligations of this Lease or of the right to exercise such election, but the same shall continue and remain in full force and effect with respect to any subsequent breach, act or omission.

Section 6.13 Severability. If any provision of this Lease or the application thereof to any person, entity or circumstance shall, for any reason and to any extent, be invalid or unenforceable but the extent of the invalidity or unenforceability does not destroy the basis of the bargain between the parties hereto as contained herein by invalidating an essential term, including but not limited to: the provision of student housing services by Tenant, the payment of Rent to the Landlord by Tenant, and the payment of the Early Termination Fee by Landlord to Tenant in the case of early termination for any reason, the remainder of this Lease and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by applicable law.

Section 6.14 Entire Agreement; Further Assurances. This Lease sets forth all the covenants, promises, agreements, conditions, and understandings between Landlord and Tenant with regard to the matters set forth herein, including, but not limited to, the financial obligations relating thereto, and there are no covenants promises, agreements, conditions, or understandings, either oral or written between them as to these matters, other than as are set forth herein. The recitals, schedules and exhibits attached hereto or referred to herein are hereby incorporated herein and made a part hereof. At any time or times after the date hereof, each party shall execute, have acknowledged, and delivered to the others any and all instruments, and take any and all other actions, as the other parties may reasonably request to effectuate the transactions described herein.

Section 6.15 Multiple Counterparts. This Lease may be executed in one or more counterparts, each of which shall be an original, but all of which shall constitute but one instrument.

Section 6.16 Successors and Assigns. This Lease shall be binding on, and shall inure to the benefit of, the parties hereto and the parties' respective permitted successors and assigns.

Section 6.17 No Third Party Beneficiaries. Nothing in this Lease shall be construed to permit anyone other than Landlord and Tenant and their respective successors and permitted assigns to rely upon the covenants and agreements herein contained nor to give any such third party a cause of action (as a third party beneficiary or otherwise) on account of any nonperformance or performance hereunder.

Section 6.18 No Personal Liability. No officer, official, employee, agent or representative of either party shall be personally liable to the other party or any successor in interest, in the event of any default or breach by the party for any amount which may become due to the other party or any successor in interest, or on any obligation incurred under the terms of this Lease.

Section 6.19 Officials, Agents and Employees of State of Idaho Not Personally Liable. It is agreed by and between the parties that in no event shall any official, officer, employee or agent of the State of Idaho be in any way liable or responsible for any covenant or agreement contained in this Lease, express or implied, nor for

any statement, representation or warranty made in or in any way connected with this Lease Agreement or the Premises. In particular, and without limitation of the foregoing, no full-time or part-time agent or employee of the State of Idaho shall have any personal liability or responsibility under this Lease Agreement, and the sole responsibility and liability for the performance of this Lease Agreement and all of the provisions and covenants contained in this Lease Agreement shall rest in and be vested with the Landlord.

Section 6.20 Nondiscrimination. Tenant hereby agrees to perform all of its obligations related to this Lease without discrimination on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and to comply with all relevant sections of: Title VI of the Civil Rights Act of 1964, as amended; and The Age Discrimination Act of 1975; and to comply with pertinent amendments to these acts made during the term of this Lease Agreement. Tenant further agrees to comply with all pertinent parts of federal rules and regulations implementing these acts. Tenant hereby agrees to provide equal employment opportunity in employment and not to discriminate on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and covered veteran status to the extent required by applicable law.

Section 6.21 Construction or Renovation of Buildings. All buildings owned or maintained by any State government agency or entity, or which are constructed or renovated specifically for use or occupancy by any such agency or entity shall conform to all existing state codes, including but not restricted to, the Idaho General Safety and Health Standards, the International Building Code, the International Mechanical Code and the International Fire Code. If any conflict arises between applicable codes, the more stringent code shall take precedence. Prior to construction or remodeling of such buildings, where appropriate, construction plans shall be reviewed and approved by the Division of Building Safety, the State Fire Marshal's Office and the Permanent Building Fund Advisory Council.

Section 6.22 Long Term Energy Costs. Long-term energy costs, including seasonal and peaking demands upon the suppliers of energy, are to be a major consideration in the construction of the Improvements. Special attention shall include energy conservation considerations including: (i) Chapter 13 of the International Building Code, 2000 Edition; (ii) use of alternative energy sources; (iii) energy management systems and controls to include effective means to monitor and maintain systems at optimal operations; and (iv) "state-of-the-art" systems and equipment to conserve energy economically.

Section 6.23 Non-Smoking Buildings. All Improvements shall be designated as "non-smoking" except for custodial care and full-time residential facilities. The policy governing custodial care and full-time residential facilities may be determined by the directors of such facilities.

Section 6.24 Utility Information. Tenant agrees to provide Landlord with ongoing permission to access the utility information of the building to determine the amount of electricity and heating fuel consumed within the Premises. If Landlord is not able to access this information directly from the utility companies, Tenant agrees to furnish said information to Landlord upon request on a calendar year basis.

Section 6.25 Indoor Air Quality. Tenant agrees to develop and maintain an indoor air quality management program and to maintain it in conjunction with all construction projects in the Premises as well as on all ongoing maintenance and repairs of the Premises. Said program shall optimize and document the use of air quality compliant materials inside the Improvements to reduce the emissions from materials used in the Improvements. Ongoing indoor air quality requires the use of low or no VOC paints, solvents, adhesives, furniture and fabrics. VOC and chemical component limits shall not exceed Green Seal's Standard GS-11 requirements. Paints used on site shall be low VOC and are to be brush-applied only, spray painting is not allowed on the interior of the Building. Carpet must meet the requirements of the CRI Green Label Plus Carpet Testing Program. Carpet cushion must meet the requirements of the CRI Green Label Testing Program. Composite panels and agrifiber products must not contain added urea-formaldehyde resins. Laminate adhesives

used to fabricate on-site and shop applied assemblies containing these laminate adhesives must contain no urea-formaldehyde.

Section 6.26 REIT Status. Landlord recognize that Tenant is owned directly or indirectly by a real estate investment trust (“REIT”) and that such REIT must comply with a number of restrictions under the Internal Revenue Code (the “Code”) to maintain its status as a REIT under Section 856 of the Code. Landlord agrees that Tenant will operate in a manner that will permit it to comply with all of the requirements necessary to enable the Tenant Parties to qualify as a REIT for U.S. federal income tax purposes. Landlord agrees that it shall not take any action which would cause any of the income derived by Tenant to fail to qualify as “rents from real properties” or as other qualifying income under Section 856(c)(2) of the Code without the express written approval of Tenant.

ARTICLE 7

REPRESENTATIONS AND WARRANTIES

Section 7.01 Representations and Warranties of Tenant.

(a) Tenant represents and warrants to Landlord that (i) Tenant is a limited liability company validly existing and in good standing under the laws of the State of Delaware, duly qualified and in good standing under the laws of the state in which the Premises is located, and has all requisite power and authority to carry on its business as now conducted and to execute, deliver and perform this Agreement; (ii) the execution, delivery and performance of this Agreement is within its power, has been authorized by all necessary action and does not contravene any provision of its certificate formation and operating agreement in effect on the date hereof; (iii) this Agreement has been duly executed and delivered by an authorized person of Tenant; (iv) this Agreement, assuming that it has been duly and validly executed and delivered by Landlord, is the valid and binding obligation of Tenant, enforceable against Tenant in accordance with its terms, subject to general equitable principles and applicable provisions of law related to bankruptcy, insolvency and creditors’ rights generally; (v) the execution, delivery and performance by Tenant of this Agreement does not conflict with or result in a breach of any of the provisions of, or constitute a default under, any bond, note or other evidence of indebtedness, indenture, mortgage, deed of trust, loan agreement or similar instrument, any lease or any other material agreement or contract by which Tenant, its activities or property is bound or any applicable law or order, rule or regulation of the court or governmental authority having jurisdiction over Tenant, its activities or property; (vi) as of the Rent Commencement Date, neither Tenant nor, to the knowledge of Tenant, Parent or Guarantor, has any current plans, or is party to any discussions, which would relate to or would result in (A) a Change of Control of Tenant, Parent or Guarantor, (B) the assignment or sublease of this Lease or (C) a sale or transfer of all or substantially all of the assets of Tenant, Parent or Guarantor; (vii) there are no lawsuits, claims, suits, or legal, administrative or other proceedings or investigations, civil or criminal, pending or, to Tenant’s knowledge, threatened against or affecting Tenant, nor to Tenant’s knowledge, is there any basis for any of the same; and there is no action, suit or legal, administrative or other proceeding pending or, to Tenant’s knowledge, threatened which questions the legality or propriety of the transactions contemplated by this Agreement; and (viii) no order, permission, consent, approval, license, authorization, registration or filing by or with any governmental authority having jurisdiction over Tenant, its activities or property is required for the execution, delivery or performance by Tenant of this Agreement.

Section 7.02 Representations and Warranties of Landlord. Landlord represents and warrants to Tenant that (i) it is a body corporate and politic of the State of Idaho, is qualified to transact business in Boise, Idaho, and has all requisite power and authority to carry on its business as now conducted and to execute, deliver and perform this Agreement; (ii) the execution, delivery and performance by Landlord of this Agreement is within its power, has been authorized by all necessary action and does not contravene any provision of its governing documents or legislative authority, as in effect on the date hereof; (iii) this Agreement has been duly

executed and delivered by an authorized person of Landlord; (iv) this Agreement, assuming that it has been duly and validly executed and delivered by Tenant, is the valid and binding obligation of Landlord, enforceable against Landlord in accordance with its terms, subject to general equitable principles and applicable provisions of law related to public entities, bankruptcy, insolvency and creditors' rights generally; (v) the execution, delivery and performance by Landlord of this Agreement do not conflict with or result in a breach of any of the provisions of, or constitute a default under, any bond, note or other evidence of indebtedness, indenture, mortgage, deed of trust, loan agreement or similar instrument, any lease or any other material agreement or contract by which Landlord, its activities or property is bound or, in the good faith belief of Landlord, and excluding any provisions of this Agreement that are limited by the extent to which they are permitted by the Requirements, for which Landlord makes no representation or warranty, any applicable law or order, rule or regulation of the court or governmental authority having jurisdiction over Landlord, its activities or property; and (vi) no order, permission, consent, approval, license, authorization, registration or filing by or with any governmental authority having jurisdiction over Landlord, its activities or property is required for the execution, delivery or performance by Landlord of this Agreement.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

ATTACHMENT 2

SIGNATURE PAGE TO OPERATING AGREEMENT BETWEEN BOISE STATE UNIVERSITY
AND EDR BOISE LLC DATED _____, 2015

IN WITNESS WHEREOF, each of the Parties hereto has executed this Agreement as of the day
and year first set forth above.

LANDLORD / UNIVERSITY

BOISE STATE UNIVERSITY

By: _____

Name: _____

Title: _____

TENANT

EDR BOISE LLC

By: _____

Name: _____

Title: _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Financing Plan and Construction Phase Authorization Request,
Replace Aquaculture Research Institute facility, Moscow Campus

REFERENCE

December 19, 2013 Approval by the Board of Regents for design and
planning phase expenditures up to \$120,000.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1
and V.K.3.b, and V.K.3.c.

BACKGROUND/DISCUSSION

The Aquaculture Research Institute (ARI) has research facilities both on the University of Idaho (UI) Moscow campus and in Southern Idaho at the Hagerman Fish Culture Experiment Station. Campus ARI facilities support fish holding and experimentation, but they also provide space for faculty and staff offices, graduate student offices, conference areas, and dry lab space. These research facilities are designed to meet many research and teaching needs for faculty involved in the fisheries/aquaculture field. Fish and tank space is provided as a service to faculty from many different departments at UI and Washington State University (WSU). Fish are reared at ARI facilities for use in teaching laboratories in various courses offered through the Department of Fish and Wildlife Sciences.

The current building on Poultry Hill was originally a residential farmhouse built in the 1920s, in which the university has housed aquaculture research for the last 25 years or more. The building has many deficiencies and is in need of repairs and modernization to bring it up to current code. Repair needs include a new roof, building siding, windows, a new boiler, water and sewer service upgrades, replacement of the electrical system, and various ADA improvements. All totaled, the estimated repair costs far exceed the replacement value of the facility. This structure will be removed from service and demolished as part of this overall effort.

A new 7,500 square foot facility will provide improved capabilities and be located close to the larger cold water wet lab on the west end of campus near the Holm Research Center. Improving the ARI campus facilities will ensure longevity of important ongoing research programs and will facilitate new opportunities for current and future fisheries faculty at UI. Relocating near the existing cold water wet lab facility will increase critical mass and interaction between staff and faculty, and provide new capacity for funded research projects.

Since the Regents authorized UI to proceed with the planning and design phases, much has been accomplished. UI conducted a Request for Qualifications (RFQ)

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

process to identify a consultant team most qualified to assist the university with planning and design. Lombard Conrad Architects (LCA), of Boise, was identified and brought under contract. LCA is assisted by McMillen, also of Boise. McMillen brings specific expertise in fishery and aquaculture projects and has worked successfully with UI in the past regarding the 2010 Paradise Creek Ecosystem Restoration effort.

LCA/McMillen have worked with university faculty and staff to plan, program, and develop a conceptual design for the facility that satisfies the project needs and requirements. In parallel, UI research and academic faculty and staff have conducted an in-depth programmatic review of Aquaculture and fishery programs to ensure that the right research and academic programs are identified and planned for the facility, and the proper needs and requirements are developed in support of those programs.

The project is currently in the final stages of design development and ready to proceed into construction documents in support of an eventual bid phase and construction implementation.

IMPACT

The immediate fiscal impact of this effort is an additional \$1,680,000 to fund the construction phase. The overall project effort to include the previously authorized \$120,000 planning and design phase is anticipated to be \$1,800,000. In the planning and design phase authorization request, UI noted an intention to fund the initial costs from internal strategic reserves, with the university repaying itself through bond debt at a later date. Upon further analysis since that December 2013 request, UI now intends to fully fund the entire project from internal, central strategic reserves. Therefore, UI no longer intends to include this project in any additional bond or debt financing.

<i>Total Project</i>			
<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 1,230,000
Federal (Grant):	0	Const. Cont. (10%)	123,000
Other (UI) Design Ph.	120,000	Design/Consultant Fees	211,500
Other (UI) Const. Ph.	<u>1,680,000</u>	FFE/Lab Equipment	86,000
		Project Contingency	<u>149,500</u>
Total	\$ 1,800,000		\$ <u>1,800,000</u>

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

This is a request for Regents' Authorization to approve the financing plan and implement the construction phase for the replacement of the existing aquaculture research facility located on Poultry Hill on the main campus of the University of

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

Idaho. The capital project budget is estimated at \$1.8 million. If authorized, the university will proceed with the bidding, award, and construction phases of this project.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement construction phases of a Capital Project for the replacement of the Poultry Hill Aquaculture Research facility, in the amount of \$1,800,000. Authorization includes the authority to execute all necessary and requisite consulting contracts to bid, award, and fully implement the construction phase of the project.

The facility will be eligible for occupancy costs, so Legislative Services Office and the Division of Financial Management should be so notified pursuant to Board policy V.B.10.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

ATTACHMENT 1

**Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of Aug 2015**

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Project Financing Plan and Construction Phase Authorization, Replace Aquaculture Research Facility, University of Idaho, Moscow, Idaho.
- 2 Project Description:** Planning and Design Phase for a project to replace the 90 year old farmhouse housing aquaculture research operations on Poultry Hill, on the main campus of the University of Idaho, Moscow, Idaho. The replacement facility is to be constructed approx 1/3 of a mile west of the existing structure, adjacent to another existing aquaculture research facility. The project will include site prep and improvements, construction of the new research facility, and the potential demolition of the existing aged structure.
- 3 Project Use:** Improving the aquaculture facilities will ensure longevity of important ongoing research programs and will facilitate new opportunities for current and future fisheries faculty at UI. Relocating near the larger existing fish facility will increase critical mass and interaction between staff and faculty, and provide new capacity for funded research projects.
- 4 Project Size:** Tagret 7,500 GSF

	Sources of Funds				Use of Funds			Total Uses
	PBF	ISBA	Other	Total Sources	Planning	Const	Other**	
Initial Cost of Project. Planning and Design Phase Only	\$ -	\$ -	\$ 120,000	\$ 120,000	\$ 114,000	\$ -	\$ 6,000	\$ 120,000
History of Revisions:								
Total Cost of Project. Construction Phase Authorization Request			\$ 1,680,000	\$ 1,680,000	\$ 97,500	\$ 1,439,000	\$ 143,500	\$ 1,680,000
Total Project Costs	\$ -	\$ -	\$ 1,800,000	\$ 1,800,000	\$ 211,500	\$ 1,439,000	\$ 149,500	\$ 1,800,000

History of Funding:	PBF	ISBA	* Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other*			
Initial Authorization Request, Planning and Design Phase Only, Dec 2013	\$ -					\$ 120,000	\$ 120,000	\$ 120,000
Authorization Request, Construction Phase, Aug 2015	\$ -					\$ 1,680,000	\$ 1,680,000	\$ 1,680,000
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000

23 * Internal, Central Strategic Reserves

24 ** Project Contingency

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015

LEWIS-CLARK STATE COLLEGE

SUBJECT

Sodexo Food Services Contract Renewal

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a.
IDAPA 38.05.01.032

BACKGROUND / DISCUSSION

Lewis-Clark State College (LCSC) has contracted with Sodexo as the on campus food vendor since at least 1996. The last comprehensive contract, also for a five year term with subsequent one year extension provisions, was entered into in 2006. This draft renewal does not contain significant changes from the prior contract, although it does provide for a \$10,000/year payment by Sodexo to LCSC for facility and equipment upgrades. The draft renewal maintains the ability to cancel the contract with a 60 day notice. Also, there is typically an annual addendum that adjusts meal plan prices to account for inflation, etc.

Idaho higher education institutions are exempt from bidding requirements for food service operations where there is no expenditure of institutional funds. Food service revenues from students and customers are passed through the college to the vendor.

IMPACT

Based upon the amount of student meal plan fees (\$728,000 in FY 2015), the total dollar value of the contract over five years exceeds institution and executive director approval thresholds set forth in policy V.I.3.a., thus Board approval is required.

ATTACHMENTS

Attachment 1 – Management Agreement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval

BOARD ACTION

I move to approve the agreement between Lewis-Clark State College and Sodexo America, LLC, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the Vice President for Finance and Administration to execute the contract and any necessary supporting documents.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

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MANAGEMENT AGREEMENT

This Management Agreement ("Agreement") is made and entered into as of this 22nd day of June, 2015, by and between LEWIS-CLARK STATE COLLEGE, an Idaho educational institution ("Client"), and SODEXO AMERICA, LLC, a Delaware limited liability company ("Sodexo"), who agree as follows:

**ARTICLE I
PURPOSE OF THIS AGREEMENT**

1.1 **Purpose of Agreement.** This Agreement sets forth the terms and conditions upon which Client retains Sodexo to manage and operate Food Service for Client's students, faculty, staff, employees, visitors and invited guests.

1.2 **Independent Contractor.** Sodexo shall be an independent contractor and shall retain control over its employees and agents.

1.3 **Previous Agreements.** Client and Sodexo previously entered into an Agreement dated June 14, 2006, concerning the scope of services to be provided by Sodexo as set forth in Section 1.1 herein. This Agreement supersedes the agreements noted in the preceding sentence and any and all other previous agreements relating to the subject matter as specified in Section 1.1 herein.

1.4 **Confidentiality.** The terms and conditions of this Agreement are confidential. Client and Sodexo represent and warrant to each other that each party shall maintain the confidentiality of the terms and conditions of this Agreement, however, such restriction shall not prohibit either party from disclosing the existence of the relationship, Term of the Agreement or the projected sales volume related to the terms of the Agreement.

**ARTICLE II
DEFINITIONS**

2.1 **Accounting Period.** Sodexo's accounting calendar ordinarily contains one five week and two four week Accounting Periods in each quarter of a year.

2.2 **Charge.** A fee established by Sodexo for goods or services provided by Sodexo.

2.3 **Food Service.** The preparation, service and sale of food, beverages, goods, merchandise and other items at the Premises. Food Service shall include the following:

Resident Dining Program
Retail Sales
Catering
Concessions
Conference Meals

2.4 Gross Sales. All sales of food, beverages, goods, merchandise and services in the Food Service operation, including sales taxes.

2.5 Net Sales. All sales of food, beverages, goods, merchandise and services in the Food Service operation, excluding sales taxes.

2.6 Premises. Client's facilities on the campus of Lewis-Clark State College, including the Center for Arts and History, with the exception of its Athletic facilities.

2.7 Smallwares. Dishware, glassware, flatware, utensils and similar items.

**ARTICLE III
TERM AND EXCLUSIVITY**

3.1 Term and Termination

A. The term of the Agreement is five (5) years ("Initial Term"), commencing on July 1, 2015 and shall continue thereafter, until terminated by either party as hereinafter provided.

Client and Sodexo agree to participate in Expectations Sessions throughout the term of this Agreement with a minimum of one (1) per contract year.

B. If either party breaches a material provision hereof ("Cause"), the non-breaching party shall give the other party notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due or sixty (60) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specific period, the party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

C. Either party may terminate this Agreement, in whole or in part, at any time upon sixty (60) days' prior written notice to the other party.

3.2 Effect of Termination

A. All outstanding amounts owed Sodexo shall become due and payable immediately upon notification of termination by Client. Client shall pay Sodexo in full each week for services performed during the prior week. Such payments shall be

made no later than Friday of the week succeeding the week in which the work is performed. In the event Client fails to timely make any payment hereunder, Sodexo immediately may cease to provide Food Service.

B. If the Agreement is terminated, Client shall reimburse Sodexo for the unamortized portion of Sodexo's Investment relating to the Food Services.

3.3 Exclusive. Client grants Sodexo the exclusive right to perform Food Service on or from the Premises. Client and Sodexo may agree to exempt certain catering events from exclusivity by mutual agreement of the parties. Client grants Sodexo and its affiliates the right to bid on the procurement of furnishings, fixtures and equipment and on the provision of design services related to the Premises on terms to be agreed upon.

ARTICLE IV EMPLOYEES

4.1 Sodexo Management Employees. Sodexo shall provide management employees to supervise all Food Service employees.

4.2 Sodexo Nonmanagement Employees. All nonmanagement Food Service employees shall be Sodexo employees.

4.3 Personnel Obligations. Each party hereto shall be solely responsible for all personnel actions and all claims arising out of injuries occurring on the job regarding employees on its respective payroll. Each party shall withhold all applicable federal, state and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees and workers' compensation costs and shall file all required documents and forms. Each party shall indemnify, defend and hold the other harmless from and against any claims, liabilities and expenses related to or arising out of the indemnifying party's responsibilities set forth herein.

4.4 Agreement Not To Hire. Client shall not, without Sodexo's written consent, hire, make any agreement with, or permit the employment, in any operation providing food service, any person who has been a Sodexo management employee at the Food Service within the earlier of one (1) year after said employee terminates employment with Sodexo or within one (1) year after termination of this Agreement. Client agrees that Sodexo employees have acquired special knowledge, information, skills and contacts as a result of being employed with and trained by Sodexo. If Client hires, makes any agreement with or permits employment of any such employee, in any operation providing food service within the restricted period, it is agreed by Client that Sodexo shall suffer damages and Client shall pay Sodexo as liquidated damages an amount equal to two (2) times the annual salary of each employee hired by Client. This sum has been determined to be reasonable by both parties after due consideration of all

relevant circumstances. This provision shall survive termination of this Agreement.

4.5 Equal Opportunity and Affirmative Action Employer. Neither party shall discriminate because of race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, or veteran status, or any other basis protected by applicable law, in the recruitment, selection, training, utilization, promotion, termination, or other employment related activities concerning Food Service employees. Each party affirms that it is an equal opportunity employer. The staffing, promotion, placement or assignment of managers who work on this account must be done without any preference or limitation based on race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law. This obligation applies to the recruitment, selection, training, utilization, promotion, termination or other employment-related activities concerning Sodexo's employees. Under no circumstances will Sodexo permit a request or suggestion by a client to place a particular manager in an account to override its non-discrimination policy.

In addition, Sodexo affirms that it is an equal opportunity and affirmative action employer, is legally responsible for all of its employment decisions affecting its own employees, which include thousands of extremely talented and diverse managers, and shall comply with all applicable federal, state and local laws and regulations, including, but not limited to, Executive Order 11246; Rehabilitation Act of 1973; Vietnam Era Veterans Readjustment Assistance Act of 1974; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans With Disabilities Act; and any additions or amendments thereto.

**ARTICLE V
INVENTORIES, PREMISES, EQUIPMENT AND MAINTENANCE**

5.1 Premises and Equipment. Client shall furnish at its expense, Premises and equipment including but not limited to kitchen equipment, suitably furnished office space, including a safe for the temporary holding of funds and fire extinguishing equipment. Sodexo shall take reasonable and proper care of the facilities and return them to Client at termination of the Agreement.

5.2 Condition of Premises and Equipment. The Premises and equipment provided by Client for use in the Food Service operation shall be in good condition and maintained by Client to ensure compliance with applicable laws concerning building conditions, sanitation, safety and health (including, without limitation, OSHA regulations). Client agrees to indemnify Sodexo against any liability or assessment, including related interest and penalties, arising from Client's breach of the aforementioned obligations, and Client shall pay reasonable collection expenses, attorneys' fees and court costs incurred in connection with the enforcement of such

indemnity. Client further agrees that any modifications or alterations to the workplace or the Premises (whether structural or non-structural) necessary to comply with any statute or governmental regulation shall be the responsibility of Client and shall be at the Client's expense. This provision shall survive the termination of this Agreement.

5.3 Sanitation and Janitorial Service. The responsibilities of the parties with respect to the usual and customary cleaning and sanitation of the Premises shall be as follows:

A. Sodexo's Responsibilities. Sodexo shall be responsible for housekeeping and sanitation in food preparation, storage and serving areas. Sodexo shall clean tops of tables and chairs in the dining area, and transport refuse to designated refuse collection areas. Twice annually, within 20 days of the last day of the spring semester and again during winter break, Sodexo shall complete deep cleaning of the food preparation and serving areas including but not limited to all equipment in the kitchen and serving area, counter tops, work surfaces, cabinets, and floors.

B. Client's Responsibilities. Client shall be responsible for housekeeping and sanitation in customer traffic areas including dining area and the cleaning of dining area floors and/or carpets and all windows, walls, ceilings, ceiling fixtures, drapes, fixtures, air ducts and hood vent systems (per local ordinance). Client shall provide and maintain adequate fire extinguishing equipment for the Premises, pest control and shall be responsible for removal of refuse from refuse collection areas. Client shall be responsible for any costs involved in setting up and cleaning the Premises for functions not managed by Sodexo.

5.4 Maintenance. Client shall, at Client's expense, provide maintenance personnel and outside maintenance services, parts and supplies required to properly maintain the Premises and Client-owned equipment.

5.5 Inventories of Food, Beverages and Supplies. Sodexo shall continue to purchase and own inventories of food, beverages, goods, merchandise and supplies. Upon termination of the Agreement, Client shall purchase from Sodexo, or shall cause the successor operator to purchase, any remaining inventories at Sodexo's then current invoiced cost.

5.6 Inventory of China and Smallwares. Client and Sodexo have inventoried all china, if any, and Smallwares owned by Client and have agreed as to required inventory levels. If at any time Sodexo is to provide additional Services not provided for herein, Client shall be responsible to increase, at its own expense, the inventories required for the additional service(s). Sodexo shall maintain the required inventory levels and charge the expense of replacements as an Operating Expense.

5.7 Vehicle. Sodexo shall provide a vehicle for use in the Food Service operation. Sodexo shall be responsible for the vehicle's gas, oil, maintenance, repair,

and automobile liability insurance.

5.8 Telephone Expenses. Sodexo shall be responsible for telephone installation costs, local and long distance telephone billings and broadband internet access.

5.9 Meal Program Identification System. Sodexo shall provide the administrative support for the meal program identification system and Client shall be responsible for all costs related to the electronic meal program identification system, including hardware, software, and on-going supplies. Sodexo and Client will determine annually an agreed amount for splitting the annual maintenance fee.

5.10 Equipment Failure. If electrical or equipment failure cause loss of refrigerated or frozen products, Client shall reimburse Sodexo for such loss based on invoice cost of the products. If Client's dishmachine equipment becomes inoperative for reason other than Sodexo's negligence, Client shall reimburse Sodexo for the cost of disposable items used in lieu of reusable items until the dishmachine equipment becomes operative.

5.11 Utilities. Client shall be responsible for the cost of utilities consumed in the Food Service operation.

5.12 Capital Equipment. Client shall provide capital equipment as required for the Services. In the event Client requests Sodexo to purchase equipment on Client's behalf for Client's facility, any equipment purchases made pursuant to this Section shall be billed at the price quoted by Sodexo and paid by Client separate from the financial arrangement detailed in Section 8.1.

**ARTICLE VI
RESIDENT DINING PROGRAM**

6.1 Service and Locations. Sodexo shall provide Food Service for Client's resident dining patrons at the Premises and at such other locations as Client and Sodexo shall agree.

6.2 Meal Plans. The following meal plans selected by Client shall be available to resident dining patrons for the 2015-2016 Academic Year:

- Meal Plan A (7 days, 14 meals per week, \$250.00 Dining Dollars)
- Meal Plan B (7 days, any 10 meals per week, \$200.00 Dining Dollars)
- Meal Plan C (7 days, any 5 meals per week, \$250.00 Dining Dollars)

Unused Dining Dollars shall carry over from Fall to Spring Semester providing that the customer purchases a valid meal plan for both semesters. Unused balances shall not be carried over after the end of Spring Semester and shall be for Sodexo's

revenues.

Two (2) guest meals shall be provided each Semester for each meal plan purchased. Guest meals may be used any time that the dining facility is open for resident dining patrons. Guest meals do not carry over from Semester to Semester.

This Agreement between Sodexo and Client provides that Client grants Sodexo the exclusive right to provide Client with meals related to meal plans, debit card points, flex points for Client to resell to its students, faculty and staff at a specified rate per meal or daily rate.

6.3 Resident Dining Rates. The following resident dining rates shall be in effect for the 2015- 2016 resident dining calendar attached as Exhibit A:

Meal Plan 1	\$13.27 per boarder per day
Meal Plan 2	\$12.87 per boarder per day
Meal Plan 3	\$ 8.87 per boarder per day

Rates for Meal Plan(s) 1,2, and 3 are for each resident dining patron for each day with a minimum number of two hundred twenty two (222) days required each academic year.

6.4 Partial Service Days. Charges for partial service days at the beginning or end of an academic term or vacation period shall be based on a fraction of the daily resident dining rate to be prorated on a daily basis as follows:

Breakfast:	1/2 of rate
Breakfast & Lunch:	2/3 of rate
Lunch & Dinner:	3/4 of rate
Dinner:	2/3 of rate
Brunch:	2/3 of rate

6.5 Guest Meals In Resident Dining Facilities. For guests, prices for meals served in resident dining facilities shall be as follows:

Breakfast:	\$8.79
Lunch:	n/a
Dinner:	\$11.50
Brunch:	\$ 8.79

Plus applicable taxes, if any.

6.6 Unscheduled Service Charges. For service not included in the resident dining rate such as service on Freshman Days, between semesters, commencement and the summer session, Sodexo shall provide Food Service at mutually agreed upon times and charges.

6.7 Seconds Policy. Unlimited servings of all food and beverage items, with the exception of steak/gourmet night entrees and special event menus, shall be available to resident dining patrons for breakfast, brunch, and dinner, under the following conditions:

A. Sodexo may limit resident dining patrons to one (1) portion of each food item and two (2) beverages the first time through the serving line. Resident dining patrons who do not exit the dining area may return to the serving line or other designated areas for seconds.

B. All food obtained by resident dining patrons from the serving line must be consumed within the dining area.

6.8 Serving Style. Except for variations agreed to by both parties hereto, all resident dining meals shall be served cafeteria-style. Sodexo encourages occasional variations from this style, provided that planning and implementation of variations are coordinated with Sodexo in advance.

6.9 Menus and Prices. Sodexo shall determine prices to be charged for food and beverages that are competitive in the local marketplace, and shall prepare menus and establish quantities and portions to be served.

6.10 Special Diets. Sodexo shall supply any medically required special diets for resident dining patrons when prescribed and approved in writing by a medical doctor and Client. If the cost of a special diet exceeds normal meal cost, the patron shall pay the difference in cost.

**ARTICLE VII
RETAIL SALES PROGRAM**

7.1 Locations. Sodexo shall provide retail products at the Premises and at such other locations as Client and Sodexo shall agree.

7.2 Retail and Concession Product Prices. Prices charged for retail and/or concession products shall be reasonable as determined by Sodexo..

7.3 Catered Functions. Prices for catered functions, including but not limited to Client or third party functions, shall be reasonable as established by Sodexo. Sodexo shall be responsible for collection of amounts due for catered functions.

7.4 Commissions. Sodexo shall pay Client a commission as follows:

Retail and Guest Meal Sales	8% of Net Sales
Jitterz Sales	8 % of Net Sales
Doks Sales	0 % of Net Sales
Warrior Sales	8 % of Net Sales
Concession Sales	25% of Net Sales (to be paid by April 30 of each year)
Catered Functions	8% of Net Sales
Third Party Functions	8% of Net Sales
Client-Sponsored Conferences	8% of Net Sales
Third Party Conferences	8% of Net Sales

Annual Baseball Net Sales

\$0-\$12,000	Guarantee of \$3000
\$12,001 and over	25% of Net Sales

(Paid by July 30 each year)

Sodexo shall prepare a statement of sales and commissions for each Accounting Period and shall submit such statement with any payment due to Client for such Accounting Period.

7.5 Equipment Fund. Commencing July 1, 2015 and continuing through June 30, 2020, providing this Agreement remains in full force and effect, Sodexo shall pay Client a Fixed Commission each Accounting period, September through June, in the amount of One Thousand Dollars (\$1000) for an annual total of Ten Thousand Dollars (\$10,000) per year and a total of Fifty Thousand Dollars (\$50,000), over the five-year period ("Equipment Fund"). The Equipment Fund shall be held by Client for the specific use of repair, replacement and renovations of the dining services. Expenditures from the Equipment Fund shall be by mutual agreement between Client and Sodexo.

7.6 Financial Offsets. Sodexo shall pay commissions due to Client at the appropriate settlement time; provided, however, that Sodexo shall first offset any past due amounts owed by Client to Sodexo including interest charges.

**ARTICLE VIII
FINANCIAL ARRANGEMENTS**

8.1 Billing. Sodexo shall submit invoices to Client for resident dining at the end of each week, based upon the number of meal plan participants. Sodexo shall submit all other billings to Client as incurred. Payments shall be due within fifteen (15) days after the invoice date. Client shall pay interest on any amount not paid when due at the lesser of one and one-half percent (1.5%) each month or the highest contractual interest rate allowed by applicable state law. Client shall reimburse Sodexo for all costs and expenses, including but not limited to, court costs, attorney's fees and collection service fees, incurred by Sodexo in collecting from Client any amount not paid when due.

8.2 Retail Sales. Sodexo shall retain all cash receipts realized from the Retail Sales operations and pay operating expenses. Any profit or loss shall be for Sodexo's account.

8.3 Right of Offset or Pre-Bill. At any time when Client is over thirty (30) days past due on any obligations to Sodexo, Sodexo shall have the right to offset, from any Surplus from the Food Service operation, or from any other sums owed by Sodexo to Client, all or any portion of such outstanding receivables.

Additionally, Sodexo shall have the right, at any time when Client is over thirty (30) days past due on any obligations to Sodexo, at Sodexo's option, to require that Client pay on a pre-billing basis at least one (1) week in advance of each Accounting Period for the estimated amount due Sodexo for that Accounting Period. The estimated amount would be adjusted and reconciled to the actual amount in the next pre-billing invoice or, if Client is no longer past due on its obligations to Sodexo, with the next invoice due under Section 8.1 above.

**ARTICLE IX
FINANCIAL ADJUSTMENTS**

9.1 Changes in Policies and Practices. The financial terms set forth in this Agreement and other obligations assumed by Sodexo hereunder are based on conditions in existence on the date Sodexo commences operations, including by way of example, Client's student population; labor, food and supply costs; and federal, state and local sales, use and excise tax. In addition, Sodexo has relied on representations regarding existing and future conditions made by Client in connection with the negotiation and execution of this Agreement. In the event of a change in the conditions or the inaccuracy or breach of, or the failure to fulfill, any representation by Client, the financial terms and other obligations assumed by Sodexo shall be renegotiated on a mutually agreeable basis to reflect such change, inaccuracy or breach.

9.2 Inflation Adjustments. There shall be an annual adjustment to financial terms to reflect, at a minimum, increases in the U.S. Department of Labor Consumer Price Index for Finished Consumer Foods ("CPI").

9.3 Financial Assumptions. The financial terms of the Agreement are based upon the following assumptions:

Board Count not less than 300 average for the dining calendar year
Operating days are: minimum of 222/year _____

In the event of a change in assumptions, the financial terms shall be subject to adjustment.

9.4 Adjustments. The financial arrangement will be adjusted to reflect additional costs incurred by Sodexo (i) in connection with the implementation of legislation or other legal requirements, including, but not limited to, the implementation of the Patient Protection and Affordable Care Act and Health Care and Education Reconciliation Act of 2010, which comprise the health care reform of 2010, or other health care rules and regulations, or any modifications thereto or (ii) increases in benefit costs paid by Sodexo on behalf of covered employees. The adjustment to the financial arrangement will be effective from the date the events of (i) and/or (ii) occur.

**ARTICLE X
GENERAL TERMS AND CONDITIONS**

10.1 Taxes.

A. Sodexo and Client shall each bill and collect sales taxes, if applicable, on all meals and services for which each respectively collects revenue from customers. Sodexo shall bill and collect sales and use taxes, if applicable, on purchases billed to Client.

B. If additional sales or use or any other types of taxes are assessed against the Food Service operation, Client shall reimburse Sodexo for such assessment and any interest and penalties, and for attorneys' fees or other costs incurred by Sodexo related to such assessment upon receipt of an invoice from Sodexo therefor; except that Client shall not be responsible for any assessment attributable to Sodexo's negligent failure to timely submit any known tax filing or report. Sodexo shall be responsible for its city, state or federal income taxes including any tax burdens or benefits arising from its operations hereunder. This provision shall survive termination of the Agreement.

10.2 Compliance with Law. Sodexo shall comply with all applicable laws, ordinances, rules and regulations relating to Food Service sanitation, safety and health, and shall maintain all necessary licenses and permits. Client shall cooperate with Sodexo to accomplish the foregoing.

Sodexo shall process credit/debit card transactions on Client's premises using Sodexo provided technology systems and broadband internet connectivity. This connectivity is to be provisioned by Sodexo and this connectivity will exist independent of the Client's existing network infrastructure. Client will grant Sodexo and its contractors access to all necessary points of demarcation for the provisioning of broadband internet connectivity and provide Sodexo with physical cabling structure necessary to extend broadband internet connectivity to the credit/debit cardholder data environment and associated hardware. Should Client be unable or unwilling to provide such cabling, Sodexo will install necessary cabling components using a Sodexo contracted vendor and will grant Sodexo and its contractor access to all necessary demarcation points and data closets in order to complete installation. Sodexo will provide network security and management, and all associated hardware, for the credit/debit cardholder environment at Client's premises through Sodexo's third-party provider. Sodexo will adhere to and maintain its network and data security practices at Client's premises in compliance with PCI DSS (Payment Card Industry Data Security Standard (<http://www.pcisecuritystandards.org>)).

10.3 Insurance. The parties shall maintain insurance as follows:

A. Workers' Compensation Insurance. Each party shall maintain workers' compensation coverage as required by state law and Employers' Liability in the amount of One Million Dollars (\$1,000,000.00) each accident covering all of its employees employed in connection with the Food Service operations.

B. Comprehensive or Commercial Insurance. Sodexo shall maintain during the term of the Agreement, Comprehensive or Commercial General Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than Five Million Dollars (\$5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Blanket Contractual Liability and Products Liability, covering only the operations and activities of Sodexo under the Agreement and, upon request, shall provide Client with a certificate evidencing such policies. The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without thirty (30) days' prior written notice of cancellation. Client shall be named as an additional insured under Sodexo's policies of insurance to the extent Client is indemnified pursuant to Section 10.5.

C. Property Insurance. Client shall maintain, or cause to be maintained, a system of coverage (either through purchased insurance, self-insurance, or a combination thereof) to keep the buildings, including the Premises, all property contained therein, and Client's other property insured against loss or damage from fire, explosion or other cause normally covered by special causes of loss form and builders risk property insurance policies.

10.4 Non-Sodexo Approved Vendors. Client understands that Sodexo has

entered into agreements with many vendors and suppliers of products which (i) give Sodexo the right to inspect such vendors' and suppliers' plants and/or storage facilities and (ii) require such vendors and suppliers to adhere to standards to ensure the quality of the products purchased by Sodexo for or on behalf of Client. Client may direct Sodexo to use products from non-Sodexo approved vendors.

In such instances for the mutual protection of Client and Sodexo and as required by Sodexo of its vendors, Client will require each such vendor to (i) comply with Sodexo's Product Quality Assurance Requirements attached hereto as Exhibit B and (ii) obtain from a reputable insurance company acceptable to Client and Sodexo liability insurance (including products liability coverage) and contractual liability insurance in the amount of not less than Five Million Dollars (\$5,000,000.00) for each occurrence naming Client and Sodexo as additional insureds and which insurance shall not exclude the negligence of Client or Sodexo. A certificate evidencing such insurance shall be provided to Client and Sodexo upon the request of either party. Client shall also require each such vendor to sign an indemnity certificate (acceptable to Client and Sodexo) in which such vendor shall agree to defend, indemnify, and hold harmless Client and Sodexo from and against all claims, liabilities, losses and expenses, including reasonable costs, collection expenses, and attorneys' fees which may arise as a result of using such vendor's product, except when such liability arises as a result of the sole negligence of Sodexo and/or Client. Client will require each such vendor to provide to the Sodexo General Manager detailed ingredient statements for each food item purchased. Client shall not require Sodexo to use products from non-Sodexo approved vendors until such vendor has demonstrated its ability to comply with Sodexo's Product Quality Assurance Requirements, and such insurance certificates, indemnity certificates, and ingredient statements have been provided.

In the event the Non-Sodexo Approved Vendor is unable to comply with the foregoing, Sodexo and Client shall meet to evaluate: (i) alternative vendor(s) for Sodexo and Client to utilize for the operation of the Services to replace the Non-Sodexo Approved Vendor or (ii) actions necessary to assist the Non-Sodexo Approved Vendor to become an approved vendor, or (iii) if the impediment is the lack of appropriate insurance, the need to purchase products from such Non-Sodexo Approved Vendor despite the lack of insurance coverage described above.

10.5 Mutual Indemnity. Except as otherwise expressly provided in this Agreement, Sodexo and Client shall defend, indemnify and hold each other harmless from and against all claims, liability, loss and expense, including reasonable collection expenses, attorneys' fees and court costs which may arise because of the sole negligence, misconduct, or other fault of the indemnifying party, its agents or employees in the performance of its obligations under this Agreement. Notwithstanding the foregoing, based on the representations contained in Section 10.3 above, each party hereto waives its rights, and the rights of its subsidiaries and affiliates, to recover from the other party hereto and its subsidiaries and affiliates for loss or damage to such party's building, equipment, improvements and other property of every kind and description resulting from fire, explosion or other cause normally covered in special

causes of loss form and builders risk property insurance policies. This clause shall survive termination of the Agreement.

10.6 Trade Secrets and Proprietary Information. During the term of the Agreement, Sodexo may grant to Client a nonexclusive right to access certain proprietary materials of Sodexo, including menus, signage, Food Service survey forms, software (both owned by and licensed to Sodexo), and similar items regularly used in Sodexo's business operations ("Proprietary Materials"). In addition, Client may have access to certain non-public information of Sodexo, including, but not limited to, recipes, management guidelines and procedures, operating manuals, personnel information, purchasing and distribution practices, pricing and bidding information, financial information, surveys and studies, and similar compilations regularly used in Sodexo's business operations ("Trade Secrets"). Trade Secrets shall not include (i) any information which at the time of disclosure or discovery or thereafter is generally available to and known by the public or the relevant industry (other than as a result of a disclosure directly or indirectly by Client), or (ii) any information which was available to Client on a non-confidential basis from a source other than Sodexo, provided that such source was not bound by an agreement prohibiting the transmission of such information, or (iii) any information independently developed or previously known without reference to any information provided by Sodexo.

Client shall not disseminate any Proprietary Materials or disclose any of Sodexo's Trade Secrets, directly or indirectly, during or after the term of the Agreement. Client shall not photocopy or otherwise duplicate any such material without the prior written consent of Sodexo. All Proprietary Materials and Trade Secrets shall remain the exclusive property of Sodexo and shall be returned to Sodexo immediately upon termination of the Agreement. Without limiting the foregoing, Client specifically agrees that all software associated with the operation of the Food Service, including without limitation, menu systems, food production systems, accounting systems, and other software, are owned by or licensed to Sodexo and not Client. Furthermore, Client's access or use of such software shall not create any right, title interest, or copyright in such software, and Client shall not retain such software beyond the termination of the Agreement. Any signage, servicemark or trademark proprietary to Sodexo shall remain the exclusive property of Sodexo and shall be returned to Sodexo immediately upon termination of this Agreement. In the event of any breach of this provision, Sodexo shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. This provision shall survive termination of the Agreement.

10.7 Assignment. This Agreement may not be assigned by either party without the written consent of the other, except Sodexo may, without prior approval and without being released from any of its responsibilities hereunder, assign this Agreement to any affiliate or wholly-owned subsidiary of Sodexo.

10.8 Attorneys' Fees. In the event that any action or proceeding is brought to enforce any term, covenant or condition of this Agreement, the prevailing party shall be

entitled to recover reasonable attorneys' fees, court costs and related expenses.

10.9 Notice. Any notice or communication required or permitted to be given hereunder shall be in writing and served personally, delivered by courier or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other party as follows:

To Client: Lewis-Clark State College
Attention: Chet Herbst
Vice President for Finance
500 8th Avenue
Lewiston, Idaho 83501

To Sodexo: Sodexo America, LLC
Attention: Kirt Ingram
Senior Vice President
10150 Stone Ridge Terrace
Parker, Colorado 80134

and: Sodexo America, LLC
Attention: Law Department
9801 Washingtonian Blvd., Dept. 51/899.74
Gaithersburg, Maryland 20878

and/or to such other persons or places as either of the parties may hereafter designate in writing. All such notices shall be effective when received.

10.10 Catastrophe. Neither Sodexo nor Client shall be liable for failure to perform its respective obligations under this Agreement when such failure is caused by fire, explosion, water, act of God, civil disorder or disturbance, strikes, vandalism, war, riot, sabotage, weather and energy related closings, governmental rules or regulations, failure of third parties to perform their obligations with respect to the Food Service operation, or like causes beyond the reasonable control of such party, or for real or personal property destroyed or damaged due to such causes.

10.11 Construction and Effect. A waiver of any failure to perform under this Agreement shall neither be construed as nor constitute a waiver of any subsequent failure. The article and section headings used herein are used solely for convenience and shall not be deemed to limit the subject of the articles and sections or be considered in their interpretation. Any exhibits referred to herein are made a part of this Agreement by reference, provided that in the event of a conflict between the terms of such exhibit or any other document incorporated herein, and the terms of this Agreement, the terms of the Agreement shall govern.

10.12 Amendments to Agreement. All provisions of this Agreement hereto shall

remain in effect throughout the term thereof unless the parties agree, in a written document signed by both parties, to amend, add or delete any provision. This Agreement contains all agreements of the parties with respect to matters covered herein, superseding any prior agreements and may not be changed other than by an agreement in writing signed by the parties hereto. Email correspondence shall not qualify as a written document signed by an authorized signatory.

10.13 Regulations and Access. Client shall provide Sodexo with reasonable access to, and use of, the Premises to permit Sodexo to perform its obligations under this Agreement, it being understood by the parties that Client does not grant to Sodexo the exclusive use of the Premises. Client may make reasonable regulations for the use and occupancy of the Premises and shall give Sodexo written notice thereof. Client shall have the right upon prior written notice to Sodexo, reasonable under the circumstances, to relocate all or a portion of the Premises or to withdraw a portion of the Premises. Client grants Sodexo approval to use in performance of its services on the Premises all promotional, informational or marketing activities or materials, including the names, trademarks, logos and symbols of Sodexo in order to provide the customer the complete Sodexo Experience.

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement as of the date first signed or the first day of the Initial Term, whichever is sooner.

CLIENT

By: _____
Name (printed): _____
Title: _____

SODEXO AMERICA, LLC.

By:  _____
Name (printed): Kirt Ingram
Title: Senior Vice President

**Exhibit A
Resident Dining Calendar
Sodexo Dining Calendar
Contract Year 2015 – 2016**

Fall Semester 2015

August 20 (Dinner) – 31	11.5 days
September 1 – 30	30.0 days
October 1 – 31	31.0 days
November 1 – 20 (No Dinner)	19.5 days
November 29 (Dinner) – 30	1.5 days
December 1 – 18 (Breakfast)	17.5 days
Total Fall Semester Days	111.0 days

Spring Semester 2016

January 14 (Dinner) – 31	17.5 days
February 1 – 29	29.0 days
March 1 – 25 (Breakfast)	24.5 days
April 3 (Dinner) – 30	27.5 days
May 1 – 13 (Breakfast)	12.5 days
Total Spring Semester Days	111.0 days
Total Annual Board Days	222.0 days

EXHIBIT B

Product Quality Assurance Supplier Requirements

Food Category	ALL FOODS AND BEVERAGES – Non-Specific
All Sodexo Accounts – Requirements	<p>All Sodexo policies related to the purchasing of food products must be adhered to at all times. References for policies: Sodexo Company Policy (CP) Manual, Sodexo Administration and Finance (A&F) Manual and Sodexo Hazard Analysis Critical Control Points (HACCP) Food Safety Program Manual.</p> <p>All foods must be purchased from suppliers (producers and/or distributors) that meet or exceed Sodexo product quality assurance requirements.</p> <p>Products listed on the Sodexo “Banned Products” list are not to be used.</p>
All Food Suppliers – Requirements	<p>Sodexo food suppliers, including manufacturers and distributors, must comply with the FDA’s registration requirement as described in the Bioterrorism Preparedness and Response Act of 2002 if applicable. Proof of said registration is required to be shown to the auditor at the time of the Sodexo required supplier QA audit (if applicable). For additional details refer to http://www.fda.gov/oc/bioterrorism/bioact.html</p> <p>National and Regional Supplier Approval Requirements</p> <ul style="list-style-type: none"> • Signed contract <u>or</u> signed letter of intent to meet Sodexo’s product quality assurance requirements (as determined by Sodexo). • Signed indemnity agreement. • Provide liability insurance naming Sodexo as additional insured. • Provide verification of a proactive food safety and food security program in place meeting or exceeding Sodexo Product Quality Assurance requirements. • This proof could be in the form of an audit or documented program as determined by the Sodexo Product Quality Assurance Department. • Provide technical data sheets in Sodexo’s approved format for all food products if requested. • Provide Supplier recall policy & procedures with emergency contact information.
Category Specific Food Safety Requirements	TBD – Category dependent

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

ATTACHMENT 1

Annual Verification Requirements	<p>Detailed summary of the annual third party food safety audit conducted by a Sodexo approved auditing agency for each facility manufacturing or distributing products to Sodexo. The audit must cover:</p> <ul style="list-style-type: none"> • Food safety programs (HACCP, GMP's, training, recall program). • Pest control. • Plant/personnel practices. • Building and equipment conditions. • Sanitation programs (SSOP's). • Food security – proof of registration must be shown to the auditor if applicable. • Proper documentation. <p align="center"><u>OR</u></p> <p>Detailed, documented food safety and food security program (provided annually). Requires pre-approval from the Sodexo Product Quality Assurance Department.</p>
Approved Auditing Agencies	Refer to Exhibit C
Microbiological Guidelines – Finished Product	<p>Total Aerobic Plate Count: TBD – Category dependent</p> <p>Yeast / Mold: TBD – Category dependent</p> <p>Total coliforms: TBD – Category dependent</p> <p>E. coli: < 3 / gm</p> <p>Fecal Coliforms: < 3 / gm</p> <p>Enterobacteriaceae: TBD – Category dependent</p> <p>Coagulase-Positive Staphylococci: < 100 / gm</p> <p>Shiga Toxin-Producing E. coli: Negative in 25 gm</p> <p>E. coli 0157:H7: Negative in 25 gm</p> <p>Salmonella: Negative in 25 gm</p> <p>Listeria monocytogenes: Negative in 25 gm</p> <p>Campylobacter spp: Negative in 25 gm</p> <p>Vibrio spp: Negative in 25 gm</p> <p>B. Cereus: TBD – Category dependent</p> <p>C. Perfringens: TBD – Category dependent</p>
Additional Specifications	TBD – Category dependent

**BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 13, 2015**

ATTACHMENT 1

EXHIBIT C

AUDITING AGENCY / ACCREDITATION	STANDARD FORMAT	ACCEPTABLE SCORE
AIB International Ms. Renee Adolph Ph: 785.537.4750 x162 radolph@aibonline.org	- Food Safety Survey Report - Retail Food Establishments	850 or higher with no less than Excellent rating
NSF Davis Fresh Dr. Devon Zagory Ph: 831.768.7951 dzagory@davisfreshtech.com	- One of the following: • Cooling Facility Audit • Packing Facility Audit • Fresh Cut Facility Audit	85% or higher
NSF-Cook & Thurber Ms. Christine Andrews Ph: 540.726.8321 candrews@nsf.org	- Food Safety & Quality Audit Report - Distribution Center Audit Report - Small Processor - Food Safety & Quality - Half Day Audit Report - Retail Audit	85% or higher with no criticals
Primuslabs.com Mr. Brian Mansfield Ph: 805.922.0055 brian@primuslabs.com	- Packinghouse, Processing Facility or Cooling/Cold Storage Audit	85% or higher
Randolph & Associates Ms. Barbara Jackman Ph: 205.595.6455 x. 229 barbara.jackman@raiconsult.com	- Food Safety Audit (for non-dairy facilities) - Food Safety Systems & Sanitation Audit (dairy facilities only)	85% or higher
Scientific Certification Ms. Heena Patel Ph: 510.452.8024 hpatel@scscertified.com	- Processing Facility Practices Auditor's Checklist - Cooling & Cold Storage Practices Auditor's Checklist - Fresh Cut Processing Practices - HACCP Plan & Processing Practices Auditor Checklist - Quality & Food Security Practices Auditor's Checklist - Small Processing Facility Checklist / Retail	85% or higher
Silliker Laboratories Mr. Todd Dechter Ph: 708.957.7878 x210 todd.dechter@silliker.com	- Food Safety and GMP Systems Report - Distribution Center Food Safety and Quality Systems	85% or higher
Steritech Ms. Christine Verplank Ph: 858.254.5970 christine.verplank@steritech.com	- Small Food Processing Audit - Large Food Processing Audit - Distribution Center Audit - Retail Audit	85% or higher
Guelph Food Technology Centre (Canadian) Ms. Brenda Sharpe Ph: 519.821.1246 ext.5039 bsharpe@gftc.ca	- Food Safety & Quality Systems Audit	85% or higher
Noraxx Inspections Inc. (Canadian) Mr. Neil Buchmann Ph: 905.670.9801 info@naraxx.ca	- GMP / HACCP Audit Report	85% or higher
Global Food Safety Initiative (GFSI) Certification * Contact your auditing company for details	- SQF – Safe Quality Food - BRC – British Retail Consortium - IFS – International Food Standard - Dutch HACCP	Certification Document
USDC – Seafood Steven Wilson, Ph: 301.713.2355 Steven.Wilson@noaa.gov	- Seafood Inspection Program USDC Checklist & Score Sheet	87.5% or higher
The Sodexo approved USDA audit agency below is <u>not approved</u> for retail food establishments or FSIS (USDA) regulated facilities due to the potential for conflict of interest		
USDA – All Types Ms. Renee Wassenberg Ph: 785.336.0267 Renee.Wassenberg@usda.gov	- Plant Systems Audit, Checklist and Score Sheet for Large Processors (processing, drying, freezing, and fresh cut facilities) - Plant Sanitation Survey for Small Processors - Food Warehouse Evaluation, Checklist & Score Sheet	87.5% or higher 95% or higher with no criticals or majors 85% or higher
USDA – Shell Egg Mr. Jeffrey Waite Ph: 202.720.4411 Jeffrey.Waite@usda.gov	- Shell Egg Plant Systems Audit Checklist & Score Sheet	85% or higher
USDA – Produce Mr. Ken Petersen Ph: 202.720.4560 Ken.Petersen@usda.gov	- GAP / GHP Systems Audit Checklist and Score Sheet	90% or higher

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TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED RULE - IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY - INCORPORATION BY REFERENCE- STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL	Motion to Approve
3	PROPOSED RULE – IDAPA 08.02.02, RULES GOVERNING UNIFORMITY – TEACHER CERTIFICATION - VARIOUS	Motion to Approve
4	TEMPORARY/PROPOSED RULE – IDAPA 08.02.02.111, RULES GOVERNING UNIFORMITY - BULLYING	Motion to Approve
5	PROPOSED RULE - IDAPA 08.02.02.120-121, RULES GOVERNING UNIFORMITY, LOCAL DISTRICT EVALUATION POLICY	Motion to Approve
6	PROPOSED RULE - IDAPA 08.02.03.004.01, RULES GOVERNING THOROUGHNESS - INCORPORATION BY REFERENCE- CONTENT STANDARDS – HUMANITIES AND SCIENCE	Motion to Approve
7	AMEND TEMPORARY/PROPOSED RULES DOCKETS – IDAPA 08-0203-1502 AND 08-0203-1506, RULES GOVERNING THOROUGHNESS – INCORPORATION BY REFERENCE – IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT) ACHIEVEMENT STANDARDS/SCIENCE END OF COURSE ACHIEVEMENT STANDARDS	Motion to Approve
8	TEMPORARY/PROPOSED RULE IDAPA 08.02.03.109, RULES GOVERNING THOROUGHNESS – SPECIAL EDUCATION	Motion to Approve

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TAB	DESCRIPTION	ACTION
9	PROPOSED RULE IDAPA 08.02.03.128, RULES GOVERNING THOROUGHNESS – CURRICULAR MATERIALS SELECTION – SUBJECT AREAS	Motion to Approve
10	TEMPORARY/PROPOSED RULE IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS – IDAHO ENGLISH LANGUAGE ASSESSMENT – VARIOUS SUBSECTIONS	Motion to Approve

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education.

REFERENCE

June 2015

The Board requested the Superintendent update them on the progress of the Mastery Based Education Committee, the Teacher Evaluation Review Committee, and the spring 2015 ISAT administration.

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education. In addition to the general update the Superintendent will provide an update to the Board on the progress of the Mastery Based Education Committee, the Teacher Evaluation Review Committee, the Building Safety and Bullying legislation, and the spring 2015 ISAT administration.

ATTACHMENTS

Attachment 1 - Mastery Based Education Report	Page 3
Attachment 2 - Professional Evaluation Review Committee (PERC)	Page 5
Attachment 3 – Bullying Update	Page 9

BOARD ACTION

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

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Mastery Based Education Committee Report

The Mastery Education Committee met June 18th and 19th in Boise and began the assigned work of House Bill 110 (2015). The goals of the committee include: identifying implementation roadblocks and possible solutions; developing recommendations related to the incubator program; assisting in conducting a statewide awareness campaign and helping to facilitate the planning and implementation of an incubator program. The overall goal of mastery education is to measure learning and performance rather than time in school.

The committee members represent the six regions of the state and are from a mix of rural/small school and larger districts. There are six teachers, seven administrators/superintendents, and five other representatives. The other representatives include a special education director, curriculum director, board member, IDLA director, and research coordinator. Their level of experience with mastery education ranges from none at all to experienced practitioners.

The meeting started with reviewing H 110 and the associated expectations. The committee started a list of frequently asked questions (FAQs) and challenges related to making major changes associated with instruction. The FAQs will be used in part when communicating with the public and will be part of the awareness campaign. The challenges discussion is the start of the solutions to potential roadblocks.

The next step was developing common definitions and language for the work to be accomplished. Mastery versus competency versus proficiency was discussed at great length, as were incubator versus pilot. The committee felt it was important to understand why the legislators chose the words they did and to make sure the difference between the various concepts can be explained.

The committee reviewed the Governor's Task Force recommendations related to mastery education. They spent time discussing each recommendation and the implications. There was agreement with most of the recommendations; however, the committee felt very strongly about local control and the recommendation to mandate implementation. The committee felt State mandates would lead to failure and pushback; whereas, allowing district choice and emphasizing successful programs would encourage change.

A majority of the first meeting was spent reviewing the existing and planned mastery programs in Idaho and other states. The committee representatives started by explaining what was happening in their school and/or district; how they arrived at the decision for mastery education; and discussed the resources they have used. They also shared the challenges they faced and their current needs. Overall, the committee was surprised at the "great number of voices" in the state implementing mastery education. There are a variety of methods for implementing mastery and it will look different in each school and district. The leaders implementing mastery said the reason for their success was their governing boards and leadership teams who provided the needed flexibility and trust to implement mastery education. Their hope was that the State would do the same.

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The discussion then expanded to mastery education in other states. Committee members spoke from personal experience about other states' initiatives and research they had conducted. Each state is approaching mastery education differently and while the name may be different, the emphasis is the same. The committee discussed the roadblocks and challenges that other states have experienced. Additionally, the committee looked at the application process and materials for other states' programs. The applications ranged from very short and simple to very extensive and complex (10 pages long for the shortest to 176 pages for the longest.) The review of other states' applications will be used for developing Idaho's.

The committee finished by working on awareness and communication messages. They worked in their "job-alike" groups and also by region. The entire committee decided that it will be important to share the same message throughout the state. "It doesn't matter where the students live in Idaho; we all want the best education for them." The committee suggested using students to help with the awareness campaign as a method for demonstrating what mastery education looks like.

The next committee meeting is scheduled for July 23 & 24, 2015. The committee will be working on answers for the FAQs; looking at the challenges, roadblocks and possible solutions; refining a draft application for the incubator program; and discussing the financial needs for the implementation of the incubator program.

Professional Evaluation Review Committee Recommendations

July 22, 2015

Below are the recommendations from the Professional Evaluation Review Committee (PERC) for the independent review of evaluations pursuant to 33-1004B Subsection 4. There are also additional recommendations for definitions and next steps in teacher evaluation.

Purpose of Teacher Evaluation

The purpose of teacher evaluation is to enhance effective teaching, student achievement and growth by utilizing a common framework, which provides a basis for:

- personnel decisions
- professional development opportunities
- recognition of teacher performance

Definitions

Fidelity (from Wikipedia framework for Program Evaluation): “the term fidelity denotes how closely a set of procedures were implemented as they were supposed to have been.”

Observation is the examination of one teaching episode. The observer documents what was seen during the teaching episode.

Evaluation is the determination of performance over a period of time. It includes multiple measures in order to make a determination of overall performance.

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Independent Evaluation Review Process

Items to Review & Data Elements to Record

The following would be completed by the independent reviewers. This could be accomplished on site (district office), or electronically. Since evaluations are not due until May 1 of each year, the actual review would need to occur after.

Items Reviewed	Data Element
What are the components that were on the IPLP?	List components
Does the professional practice portion include all 22 components of the Charlotte Danielson Framework – Second Edition?	Yes/No
Record the levels of performance for each component?	1,2,3,4 for each component.
What are the dates of the two documented observations?	Dates
Which additional measure(s) was included to inform professional practice?	<ul style="list-style-type: none"> • Student Input • Parent Input • Portfolio • None
Which measures were used for student achievement?	<ul style="list-style-type: none"> • ISAT • Student learning objectives • Formative assessments • Teacher-constructed assessments of student growth • Pre-and post-tests • Performance based assessments • Idaho Reading Indicator • College entrance exams such as PSAT, SAT and ACT • District adopted assessment • End of course exams • Advance placement exams • None
What is the summative rating?	Summative Rating
Does the summative rating include combining professional practice (67%) and student achievement (33%)?	Yes/No

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What is the date of the summative evaluation?	Date
Was it completed by May 1 st ?	Yes/No
Is there a written evaluation policy?	Yes/No

Additional Data to Collect

The following would be sent to all teachers and administrators in order to collect data on the implementation of the evaluation process. The data would be disaggregated and reported.

Additional Data to Gather	
Teacher Survey <ul style="list-style-type: none">• Questions that would refer to same items above.	
Administrator Survey <ul style="list-style-type: none">• Questions that would refer to same items above.	

Independent Reviewers

The following is a list of qualification for the independent reviewers and the list of possible independent reviewers.

Qualifications

- Basic understanding of Danielson Framework for Teaching
- Educational/Instructional Experience
- Understanding of Educational Assessment
- Bachelor Degree
- Proficient in Microsoft Word and Excel

List of Possible Independent Reviewers

- Teachers
- Administrators
- University Faculty/Graduate Students
- Outside Contractors
- Retired

Random Selection

The following is the process for random selection. This would be a pilot year as this is the first year that independent reviews of evaluations will be conducted.

- All selections completed randomly.
- There are approximately 800 principals and vice-principals in Idaho.
- Randomly selecting 165 principals/vice-principals will give an 85% confidence level.
- Of the 165 principals/vice-principals chosen, randomly select 2 evaluations to review.

Teacher Evaluation Next Steps

Is the Danielson Framework, the correct tool?

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- The committee believes the Danielson Framework is the correct tool. The issue is not whether the tool is or is not the correct tool; it is whether the framework is being implemented with *fidelity*. The tool is resource intensive – hence one reason it is recognized as a valuable tool for professional growth and can be used for personnel decisions.
- PERC recommends further training in the Danielson framework for administrators AND teachers.
- PERC recommends additional funding for administrator FTE in order for administrators to be able to implement the framework with *fidelity*.

PERC Members

- Patricia Greer, Teacher, Post Falls School District
- Charlotte McKinney, Teacher, Mountain View School District
- Karen Dillon, Teacher, Nampa School District
- Susan Webb, Teacher, Jerome School District
- Blas Telleria, Director of Human Resources, Boise School District
- Peter McPherson, Superintendent, Challis School District
- Tyler Matlock, Vice-Principal, Twin Falls School District
- David Sotutu, Principal, Marsh Valley School District
- Shalene French, Director of Human Resources, Bonneville School District
- David Brinkman, School Board Chairman, Boundary School District
- Kathy Siddoway, Retired High School Principal/Education Consultant
- Jennifer Snow, Associate Dean – Teacher Education, Boise State University
- Christina Linder, Associate Dean – College of Education, Idaho State University
- Taylor Raney, Director of Teacher Education, University of Idaho

School Safety / Bullying Legislation

1. Partnership with Division of Building Safety (DBS) to expand safety inspections and assess school threats

The SDE and DBS are convening a focus group of subject matter experts to review the 2013 / 2014 threat assessment results, revise Idaho's threat assessment tool, direct the collection of threat assessment data from the 74 schools previously assessed to identify improvements made or barriers to improvements, establish statewide policies, procedures and recommendations for school safety and enhance DBS' safety / security inspection and training program. The focus group is scheduled to meet for the first time on July 21 to begin work.

2. Gather stakeholder feedback on HB 246 (bullying legislation) rulemaking

The SDE has crafted clarifications regarding the implementation of HB 246 for potential rulemaking. The clarifications include definitions, examples, thresholds for reporting and baseline activity to meet the intent of the law. The clarifications are currently under review by IEA, IASA, ISBA and NWPE. Next steps include incorporating feedback from stakeholders and compiling professional development resources to facilitate local decision-making on training providers.

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SUBJECT

Proposed Rule - IDAPA 08.02.02.004.01, Rules Governing Uniformity, Incorporation by Reference/Idaho Standards for Initial Certification of Professional School Personnel

REFERENCE

April 16, 2015	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel adding standards for Computer Science and Engineering teachers and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.
August 14, 2015	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revising the Idaho Foundation and Enhancement Standards for School Counselor, Special Education Generalist, Special Education Director and School Psychologists and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.
August 15, 2013	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revising the English Language Arts, Gifted and Talented, Library Media Specialist, Literacy, School Administrator foundation, Principal, School Superintendent and Special Education Director standards and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following endorsements were reviewed by committees of content experts and are ready for submission: Communication Arts Foundation (pg. 40), Journalism (pg. 44), Speech and Debate (pg. 48), Blended Early Childhood Education (pg. 58), Health (pg. 100), Physical Education (pg. 122), Social Studies Foundation (pg. 181), Economics (pg. 185), Geography (pg. 189), American Government/Political Science (pg. 193), History (pg. 197), Blind and Visually Impaired (pg. 209), Deaf/Hard of Hearing (pg. 219), School Psychologist (pg. 290), and School Social Worker (pg. 305). All of the listed standards and endorsements were revised to better align with national standards and best practices and then presented to the Professional Standards Commission

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AND

I move to approve the proposed rule change to IDAPA 08.02.02.04.01, Rules Governing Uniformity, Incorporation By Reference as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules:

(5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~August 14, 2014~~ August 13, 2015. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. ~~(3-27-15)~~(- -)

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**IDAHO STANDARDS FOR INITIAL CERTIFICATION OF
PROFESSIONAL SCHOOL PERSONNEL**



Idaho State Board of Education

Idaho State Department of Education

July 1, 2017~~8~~

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education Approval - ~~April 16, 2015~~ August 13, 2015)

**Standards for Initial Certification of Professional School Personnel
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**Idaho Standards for Initial Certification of
Professional School Personnel
Summary & Background**

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input- based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program

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review team when evaluating for program accreditation.

Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

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.

In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard 1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Development and Maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners' growth and development.
4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.
4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

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4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.
5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing

learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

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2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence

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interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

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2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

Standards for Bilingual Education and ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

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 evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

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5. (ENL only) The teacher possesses the language proficiency 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 area(s) (Federal Requirement).
6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
2. (ENL only) 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, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
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.
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

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

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 bilingualism, 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.
2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.
4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

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 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 distinguishes 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

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.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

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 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 influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

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.
2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
3. The teacher understands the extent of time and effort required for language acquisition.

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.
2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
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.

Performance

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.
2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.
3. (ENL only) The teacher understands how to measure the level of English language proficiency.
4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.
5. The teacher is familiar with the state English language proficiency assessment.
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.
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.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

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2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about 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 understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

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 benefits of family and community involvement in students' linguistic, academic, and social development.
2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)

An organization for world language professionals of K-12 and higher education

Articulatory System

The mechanism by which the sounds of a language are produced

Bilingual Education Program

An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy

The ability to read and write in two languages

Code-switching

A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)

Refers to the teaching of English to speakers of other languages

Inflectional Endings

Grammatical markers or suffixes used in standard conventional language production

Primary Language

An individual's most developed language

Register

The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

REFERENCES

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education*. Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.

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2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.
8. The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, and debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.
6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

~~*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.*~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~*Standard 6: 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.*~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~*Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*~~

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~*Standard 8: 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.*~~

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~*Standard 9: Professional 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.*~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 1. The teacher understands contemporary legal standards relating to communication and media.*

Performance

1. The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

~~*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.*~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).

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2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition, ~~and~~ processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, ~~and~~ business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, ~~and the~~ Internet).
9. The teacher understands advertising and finance.
10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.
12. The teacher understands journalistic and scholastic press law and ethics.
13. The teacher understands the role of journalism in democracy.

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.
2. The teacher ~~presents and requires students to~~ student application ~~the techniques~~ of design and layout techniques.
3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

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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.~~

~~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.~~

~~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.~~

~~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.~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~Standard 6: 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.~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~Standard 8: 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.~~

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~Standard 9: Professional Commitment and Responsibility – The teacher is a reflective~~

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~~*practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~*Standard 10: 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.*~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes and types of ~~hearing and active~~ listening.

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3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, ~~and~~ problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, ~~and~~ ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, ~~and~~ fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, ~~and~~ debate).
13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, ~~and~~ conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction in presenting for various integrating digital media and visual displays to enhance presentations.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, ~~and~~ competitive speaking).

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6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

~~*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.*~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~*Standard 6: 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.*~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~*Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*~~

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~*Standard 8: Assessment of Student Learning – The teacher understands, uses, and*~~

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~~*interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*~~

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~*Standard 9: Professional 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.*~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~*Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.*~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Computer Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands digital citizenship.

Performance

1. The teacher promotes and models digital citizenship.
2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.
2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Performance

1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands data representation and abstraction.
2. The teacher understands how to effectively design, develop, and test algorithms.
3. The teacher understands the software development process.
4. The teacher understands digital devices, systems, and networks.
5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
6. The teacher understands the role computer science plays and its impact in the modern world.
7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

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8. The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
 - i. Effectively uses primitive data types.
 - ii. Demonstrates an understanding of static and dynamic data structures.
 - iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
 - iv. Effectively uses modeling and simulation to solve real-world problems
2. The teacher effectively designs, develops, and tests algorithms. The teacher:
 - i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
 - ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
 - iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
 - iv. Effectively uses two or more development environments.
 - v. Demonstrates knowledge of varied software development models and project management strategies.
 - vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.
3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
 - i. Demonstrates an understanding of data representation at the machine level.
 - ii. Demonstrates an understanding of machine level components and related issues of complexity.
 - iii. Demonstrates an understanding of operating systems and networking in a structured computing system.

- iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
 - i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
 - ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance

- 1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.
- 2. The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 1. The teacher understands the creation and implementation of multiple forms of assessment using data.

Performance

- 1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Performance

1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.

2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.
3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the process and value of partnerships with industry and other organizations.

Performance

1. The teacher is active in the professional computer science and industrial community.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the ~~Early Childhood~~-Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

** This language was written by a committee of content experts and has been adopted verbatim*

~~*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.*~~

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The early childhood educator knows that family systems are inextricably tied to child development.
2. The early childhood educator understands the typical and atypical development of infants’ and ~~young~~ children’s attachments and relationships with primary caregivers.
3. The early childhood educator understands how learning occurs and that ~~young~~ children’s

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development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.
5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, ~~and~~ trauma, protective factors and resilience, and the ~~development-consequences ofn the child’s~~ mental health.
6. The early childhood educator understands and the importance of supportive relationships on the child’s learning, emotional, and social development.
7. The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.
2. The early childhood educator ~~addresses~~ collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience, ~~the development of mental health, and the importance of supportive relationships.~~
3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

~~*Standard 3: Adapting 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.*~~

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The early childhood educator ~~knows~~ understands aspects ~~the continuum~~ of medical care for premature development, low birth weight, ~~young~~ children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The early childhood educator understands variations of beliefs, traditions, and values

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~~regarding disability~~ across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The early childhood educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, ~~and~~ service delivery).
5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Performance

1. The early childhood educator locates, uses, and shares information about the methods for the care of ~~young~~ children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.
2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive 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.*~~

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The early childhood educator understands the importance and use of routines as a teaching strategy.
2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.
3. The early childhood educator understands applicable laws, rules, and regulations, ~~and~~ procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.
4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical

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considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.
6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.
7. The early childhood educator understands that the child's primary teacher is the parent.
8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Performance

1. The early childhood educator promotes opportunities for young-all children in natural and inclusive settings.
2. The early childhood educator embeds learning objectives within everyday routines and activities.
3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.
4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.
6. The early childhood educator plans and implements ~~the least intrusive and intensive~~ intervention consistent with the needs of children.
7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.
8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

~~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.~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

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that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The early childhood educator knows how young—children integrate domains of development (language, cognition, social- and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, ~~and~~ movement).
2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood Licensure and (CEC/DEC) Personnel Preparation Standards.
3. The early childhood educator understands the process of self-regulation that assists young children to identify and cope with emotions.
4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.
5. The early childhood educator understands the elements of play and how play assists children in learning.
6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.
7. The early childhood educator understands that young—children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The early childhood educator understands the acquisition of self-help skills that facilitate the child’s growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).
9. The early childhood educator understands the comprehensive nature of children’s wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.
10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

1. The early childhood educator demonstrates the application of theories and educational

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models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.
3. The early childhood educator differentiates fundamental knowledge practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.
2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.
3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.
4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).
5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.
6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Performance

1. The early childhood educator adjusts language and communication strategies for the developmental age and stage of the child effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).
2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

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3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.
4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

~~*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.*~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.
3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.
4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

1. The early childhood educator assesses all developmental domains (e.g., social- and emotional, fine and gross motor, cognition, communication, ~~and~~ self-help).
2. The early childhood educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.
3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.
4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

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5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).
6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for working-engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).
2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

1. The early childhood educator designs meaningful play-child-initiated inquiry experiences and integrated learning opportunities that are scaffolded for the developmental needs of young-all children.
2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).
3. The early childhood educator supports-facilitates transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. The early childhood educator analyzes activities and tasks and uses procedures for determining-and monitoring children’s skill levels and progress.
5. The early childhood educator evaluates and-links children’s skill development in relation to developmental norms and state-adopted standards.

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

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Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, ~~and~~ transitions).
2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Performance

1. The early childhood educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, ~~and~~ inquiry and reflection experiences).
2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

~~*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.*~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The early childhood educator understands the NAEYC Licensure Standards for Early Childhood Professional Preparation and the CEC/DEC Personnel Initial Preparation Standards.
2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.
3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Performance

1. The early childhood educator practices behavior congruent with the NAEYC Licensure

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Standards for Early Childhood Professional Preparation, and CEC/DEC Personnel Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

~~*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.*~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The early childhood educator knows about state and national professional organizations (e.g., the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (CEC/DEC) Code of Ethics.
2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.
3. The early childhood educator knows community, state, and national resources available for young children and their families.
4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.
5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
6. The early childhood educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.
7. The early childhood educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a professional and culturally responsive-sensitive manner.

Performance

- ~~1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.~~
21. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services,

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childcare programs, school, ~~and~~ community) to support the child's development and learning.

- 32. The early childhood educator identifies and accesses community, state, and national resources for ~~young~~ children and families.
- 43. The early childhood educator advocates for ~~young~~ children and their families.
- 54. The early childhood educator creates a manageable system to maintain all program and legal records for children.
- 65. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
- 67. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 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.

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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 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.

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.

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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.

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.

Performance

1. The teacher designs instruction and provides 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.

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.

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

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.

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 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.

Idaho Standards for Engineering Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.
2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.
2. The teacher provides appropriate accommodations that allow students to access academic content.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher knows the components of an effective classroom management plan.
4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Performance

1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.
3. 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, as well as clearly communicating curriculum goals and learning objectives.
4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.
5. 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.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
7. The teacher engages students in individual and cooperative learning activities that helps the students 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).
8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the principles and concepts of engineering design.
2. The teacher understands the role of mathematics in engineering design and analysis.
3. The teacher understands the role of natural and physical sciences in engineering design and analysis.
4. The teacher understands the ethical issues and practices of the engineering profession.
5. The teacher understands the importance of team dynamics and project management in engineering projects.

Performance

1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.
2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.
3. The teacher is able to work in a learning community/project team.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

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

2. 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.
3. The teacher understands strategies for promoting student communication skills.
4. The teacher knows the symbols, terminology, and notations specific to engineering.
5. The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is developmentally 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, listening, and in using other mediums, consistent with engineering practices.
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.
8. The teacher uses the symbols, terminology, and notations specific to engineering.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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 to measure engineering learning outcomes.
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 stakeholders.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Performance

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the 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 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.
4. The teacher monitors student assessment data and adjusts instruction accordingly.
5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
3. 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.

Performance

1. The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.
2. The teacher designs curriculum to meet community and industry expectations.
3. 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.
4. 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.
5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.
7. The teacher modifies instructional plans based on student assessment and performance data.
8. The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.
9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

4. The teacher knows how to apply integrative STEM pedagogy.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources.
4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.
5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher is knowledgeable about the different career opportunities for engineering.
2. The teacher knows the Code of Ethics for Idaho Professional Educators.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching and subject matter.
6. The teacher understands the need for professional activity and collaboration beyond the school.
7. The teacher knows about professional organizations within education and his/her discipline.
8. The teacher understands the dynamics of change and recognizes that the field of education is not static.

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

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 educational technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher is aware of community issues and needs for design opportunities.
2. The teacher is aware of the importance of professional learning communities.

Performance

1. The teacher is able to adapt lessons to address community needs using the engineering design process.
2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.
3. The teacher collaborates with other teachers across disciplines, as well as community partners.

Glossary

Engineering: The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

Engineering Design Process: A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology: The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

Integrative STEM: The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

Technology: Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts in 2013, and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.
2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.
4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.

5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.
6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.
2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.
3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.
4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard 1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.
2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.

2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.
3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance

1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards 4 & 5:

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject- matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.
- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.
2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents
2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents
3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents
4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives
5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long- range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.
2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.
4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.
3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents

3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.
4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.
5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.
2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

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Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.
2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.
3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
2. Beginning gifted education professionals serve as a collaborative resource to colleagues.
3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.
4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.
5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.
6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.
8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard 10:

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learning outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:

As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:

As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:

Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:

Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~*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.*~~

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that ~~motivate~~engage students ~~to participate~~ in health-enhancing behaviors.
2. The teacher knows strategies ~~and techniques that develop positive health behavior changes in students~~ to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition- American Cancer Society).

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Performance

1. The teacher ~~motivates~~ encourages students to ~~participate~~ incorporate 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).

~~*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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health literacy ~~and to include~~ the following content areas of health: ~~fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; aAlcohol, tTobacco, and & oOther dDrugs; nNutrition & Physical Activity; relationships; growth, development, and family health; consumer health; health literacy; and Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & eCommunity Health; Growth, Development & Family Life; and eEnvironmental hHealth.~~
2. The teacher understands the following health risk behaviors: ~~tTobacco, aAlcohol, and oOther dDrug use; Sexually Transmitted Diseases (STDs), including sexual behaviors that resulting in human immunodeficiency virus (HIV)–infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; pPoor dDietary bBehaviors; lLack of or eExcessive pPhysical aActivity; and bBehaviors that resulting in iIntentional iInjury.~~
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) how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.~~
5. The teacher understands ~~that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental)~~ Elementary and Secondary methods

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for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Performance

1. The teacher instructs students about increasing health-enhancing behaviors, ~~and about~~ resulting in the reduction of health-risk behaviors.

~~*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.*~~

~~*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.*~~

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

~~*Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher ~~understands~~ recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Performance

1. The teacher identifies and defines student jargon/~~and~~ slang associated with high-risk behaviors and translates ~~these terms~~ this jargon/slang into terms inology appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful and safe 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.~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands ~~the differing~~ how positive evidence based community health values and practices play a role in the planning process.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

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 and imbeds them in the planning process.

~~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.~~

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~*Standard 9: Professional 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.*~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of 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.*~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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).

Performance

1. The teacher ~~demonstrates the ability to advocate for personal, family, and community health~~ advocates for a positive school culture toward health and health education.
(<http://www.shapeamerica.org/standards/health/>)
2. ~~The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.~~

Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.

2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding 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 and number systems.
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, data analysis, and probability (e.g., random variable and distribution functions).

8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promotes positive mathematical dispositions.

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

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

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 or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

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

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 assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

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.

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.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application 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 a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design’.)

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Online Education - 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.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
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.

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4. The online teacher understands the relationship between online education and other subject areas and real life situations.
5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
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).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

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

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).
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

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)}.

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 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.

Performance

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.
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).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

Standard 4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

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).
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

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).

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)
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).

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.

Performance

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]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
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).

Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.
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).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

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.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 9: Professional Commitment and Responsibility - The online 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 online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
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.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

~~*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.*~~

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. The teacher assesses the ~~individual~~ skillful movement, physical activity, ~~movement~~, and exercise and fitness levels of students; ~~and makes designs~~ developmentally appropriate adaptations to instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

2. ~~The teacher promotes 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 to meet students’ diverse needs and experiences.*~~

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. The teacher provides opportunities that incorporate individual ~~variations~~ differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

~~*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.*~~

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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 and physical activity settings.
2. The teacher knows ~~strategies to help students become self-motivated in physical education~~ how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).
3. ~~The teacher understands that individual performance is affected by anxiety.~~
43. The teacher understands principles of effective management in indoor and outdoor ~~movement~~ physical education and physical activity settings.

Performance

1. The teacher implements strategies, ~~lessons~~, and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).
2. 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~~ physical education and physical activity settings.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

~~*Standard 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*~~

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~~that make these aspects of subject matter meaningful for learners.~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ~~components of physical fitness and their relationship to a healthy lifestyle~~ relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.
2. The teacher understands ~~the sequencing of motor skills (K-12)~~ that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
3. The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology (structure and function), exercise physiology, and bio-mechanics, principles psychosocial aspects of physical activity).
4. The teacher knows the appropriate rules, etiquette, instructional cues, ~~tactics~~ (skills and strategies) and techniques for a variety of 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~~ cultural, historical, and philosophical dimensions of physical education and physical activity.
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).~~

Performance*

1. The teacher instructs students about ~~disciplinary concepts and principles related to the relationship between skillful movement, physical activities, fitness, and movement expression~~ health outcomes, well-being and quality of life.
2. The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques 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)~~ instructs students in the scientific foundation of physical activity (e.g., motor behavior and

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development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

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) fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.
 5. The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.
 6. The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
- * Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

~~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.~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher ~~knows how to select and use a variety of developmentally~~ understands appropriate assessment ~~techniques~~ protocols sensitive to student needs (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher ~~uses a variety of developmentally~~ demonstrates appropriate assessment ~~protocols sensitive to student needs~~ techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.~~

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

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Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows a variety of management routines (e.g., time transitions, environment, space, people, and students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.
2. The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, YMCA multi-use facility agreements, and service organizations).

Performance

1. The teacher ~~uses and assesses~~ applies a variety of management routines (e.g., space, people, time, transitions, environment, students/staff, and equipment) and curricular/instructional strategies to maximize physical education activity ~~time~~ and student success.

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

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

1. The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

~~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.~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows how ~~his/her~~ one's own personal skillful movement, physical activity, exercise, and fitness competence and ~~activity levels may~~ understands its impact on teaching and student motivation.

Performance

1. The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

~~*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.*~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.
2. The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

1. The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

~~*Standard #11: Safety - The teacher provides for a safe physical education learning environment.*~~

Knowledge

1. The teacher understands the inherent ~~dangers risks~~ involved in physical ~~education~~ activities.
2. The teacher ~~understands the need to consider~~ recognizes safety considerations when planning and providing instruction.
3. The teacher ~~understands recognizes~~ 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 recognizes~~ 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).

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5. The teacher understands school policies regarding the emergency action plan, student injury ~~and medical treatment~~, and transportation.
- ~~6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.~~
- ~~76.~~ The teacher understands the appropriate steps when responding to safety situations.
- ~~87.~~ The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

1. The teacher ~~identifies, monitors, and~~ documents safety issues when planning and implementing instruction to ensure a safe learning environment.
2. The teacher informs students of the risks associated with physical ~~education~~ activities~~y~~.
3. The teacher instructs students in appropriate safety procedures for physical ~~education~~ activities~~y~~ and corrects inappropriate actions.
4. The teacher identifies and corrects potential hazards in physical education and physical activity 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.~~
- ~~75.~~ The teacher maintains CPR and first aid certification.

Glossary

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of more components of physical fitness is the objective. “Exercise” and “exercise training” frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights,

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climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

Health-Related Fitness – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans at www.health.gov/paguidelines.

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e., 21st Century Skills; hardware; software; web-based; mobile technology).
2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.
3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.
4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.

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5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.
6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.
7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.
8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.
10. Pre-service teachers understand the importance of reflective practice.
11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e., Cbest or PPST I for Technology Basic Competency Skills)

Performance

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre- service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. <https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home>
2. <http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu>
3. <https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home>
4. <https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/>

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

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.
2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- “Accessibility Features on My Computer” discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

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.

Performance

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.
2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.

3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.
4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

- Web site or Internet WebQuest.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

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 in a digital age.

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.
3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

Standard 6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).
2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

Standard 7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.
2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

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. Pre-service teachers assess student's use of technology.
2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).
3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.*

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, including the ethical, legal and responsible use of technology.

Performance

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.
2. Pre-service teachers promote the effective use of digital tools and resources.
3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)
4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face- to-face and virtual environments.
5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated*

Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.
2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).
3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.
4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e., epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated*

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

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.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

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.

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.

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

Knowledge

1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.

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4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.
8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.
5. The teacher uses experts from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

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 use information about a student's progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

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2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

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 the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.

3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

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.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
2. The teacher knows about production agriculture.
3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.
4. The teacher understands and has experience in one or more of the following specialized occupational areas:
 - a. Agricultural production and marketing
 - b. Agricultural equipment and supplies
 - c. Agriculture product processing
 - d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
 - e. Agricultural business planning and analysis
 - f. Natural resource management
 - g. Environmental science
 - h. Forestry
 - i. Small animal production and care

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5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.
6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.
7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.
2. The teacher discusses production agriculture.
3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.
4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.
5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.
6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

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.

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.

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.

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.

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

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.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.
2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.
2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher integrates BPA through intracurricular approaches in the business program of study.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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.

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.

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.

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

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.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

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6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

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7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

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 students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

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.

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

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 individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

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.

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

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 formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to 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 understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

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.

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

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.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.
2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.
2. The teacher effectively delivers marketing content at the junior high, middle school and/or

high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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.

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.

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.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

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.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.
5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.
6. The teacher understands the importance of team dynamics and the project management

process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.
3. The teacher demonstrates architectural and mechanical drafting and developmental skills.
4. The teacher demonstrates the various phases of the engineering design process.
5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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.

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.

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.

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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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 the science content within the context of the Idaho Science Content Standards within their appropriate certification.
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: investigate scientific phenomena, interpret findings, and communicate results.
6. The teacher knows how to construct deeper understanding of scientific phenomena

through study, demonstrations, and laboratory and field activities.

7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

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 results.
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.

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 and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

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.

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 to apply mathematics and technology to analyze, interpret, and display scientific data.
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.
4. The teacher understands how to use research based best practices to engage students in learning science.

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.

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in 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.

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.

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.

Standard 8: Assessment of Student Learning - 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.

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.

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.

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.

Standard 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 is aware of available resources and standard protocol for proper disposal 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).

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.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

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.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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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 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 how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
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.

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.
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, and burning fossil fuels).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

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.

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.

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

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7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

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 models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

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7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

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.

Standard 3: Modifying Instruction for Individual Needs - 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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

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.

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.

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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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 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 theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.
4. The teacher understands the sun, moon and earth system and the resulting 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 processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

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8. The teacher knows 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.

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.
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.

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.

Standard 3: Modifying Instruction for Individual Needs - 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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

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.

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.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*
2. *Idaho Foundation Standards for Science Teachers AND*
3. *Idaho Standards for Biology Teachers OR*
4. *Idaho Standards for Earth and Space Science Teachers OR*
5. *Idaho Standards for Chemistry Teachers OR*
6. *Idaho Standards for Physics Teachers*

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers AND*
- 3. Idaho Standards for Chemistry Teachers OR*
- 4. Idaho Standards for Physics Teachers*

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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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 electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

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.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

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.

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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.

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

~~*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.*~~

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of ~~student~~-learner environment on student learning.

Performance

1. The teacher provides opportunities for ~~students~~-learners to engage in civic life, politics, and government.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~Standard 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.~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, ~~and~~ humanities).
2. The teacher understands ~~the ways how and why~~ various governments and societies have changed over time.
3. The teacher understands ~~ways in which~~ how and why independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands how geography affects relationships between people, and environments over time.
7. The teacher understands ~~the appropriate use of~~ how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, ~~and~~ statistical data) in interpreting social studies concepts.

Performance

- ~~1. The teacher demonstrates chronological historical thinking.~~
21. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
- ~~3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.~~

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42. The teacher incorporates current events, global perspectives, methods of inquiry and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

1. The teacher demonstrates and applies chronological historical thinking.
2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

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1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~*Standard 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.*~~

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

~~*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.*~~

~~*Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, ~~unemployment~~, supply and demand credit/debt, market incentives, interest rate, ~~and~~ imports/exports).
2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
- ~~23.~~ The teacher understands the functions and characteristics of money.
- ~~34.~~ The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
- ~~45.~~ The teacher knows different types of economic institutions and how they differ from one another (e.g., businessmarket structures, stock markets, banking institutions, ~~and~~ labor unions).
- ~~56.~~ The teacher understands how economic institutions shaped history and influence current economic practices.
- ~~67.~~ The teacher understands the principles of sound personal finance ~~and entrepreneurship and~~ personal investment.
- ~~87.~~ The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension, ~~and~~ analysis, and relevance of economic principles and concepts.
2. The teacher engages ~~students~~ learners in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher ~~uses~~ employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
4. The teacher illustrates how economic indicators influence historic and current policy.
5. The teacher provides examples of the principles of business organizations and entrepreneurship.
6. The teacher fosters understanding of the important role of economic systems on economic growth.
7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

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8. The teacher conveys the importance and implications of the global marketplace.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~Standard 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.~~

~~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.~~

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

~~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.~~

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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1. The teacher understands the ~~spatial organization of peoples, places, and environments~~ five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.
2. ~~The teacher understands the human and physical characteristics of places and regions.~~
3. ~~The teacher understands the physical processes that shape and change the patterns of earth's surface.~~
4. ~~The teacher understands the reasons for the migration and settlement of human populations.~~
5. ~~The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.~~
62. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.
2. The teacher ~~relates~~ connects the earth's dynamic physical systems ~~to and~~ its impact on humans.
3. The teacher ~~relates~~ connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher ~~relates~~ connects the earth's physical systems and varied patterns of human activity to world environmental issues.
5. The teacher ~~uses~~ incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~Standard 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.~~

~~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.~~

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

~~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.~~

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~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.~~

~~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.~~

~~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.~~

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~~*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.*~~

**Idaho Standards for American Government/and Civics Political Science
Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the American Government/and civics Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the political spectrum and factors that affect individual political views and behavior.
3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
34. The teacher understands the organization of local, state, federal, and tribal governments, ~~and~~ how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America ~~Constitution~~.
45. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, ~~and~~ environmental issues).
56. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
67. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, ~~and~~ the electoral process).
78. The teacher understands ~~the characteristics of effective leadership~~ different forms of government found throughout the world.

Performance

1. The teacher assists learners in developing an understanding of citizenship and promotes ~~student learner~~ engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
4. The teacher integrates global perspectives and current events into the study of civics and government.
5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

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Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~Standard 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.~~

~~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.~~

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

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~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based~~

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~~on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~

~~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.~~

~~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.~~

~~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~~

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the hHistory teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~*Standard 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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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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 and domestic relations impacted the development of the United States of America.
4. The teacher understands how significant compromises, ~~and~~ conflicts, and events defined and continue to define the United States of America.
5. The teacher understands the political, social, cultural, and economic development of the United States of America.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, ~~and~~ statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic ~~themes and~~ concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry on how regarding international relationships ~~impact the United States~~.
4. The teacher relates the role of compromises and conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

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Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~Standard 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.~~

~~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.~~

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

~~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.~~

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

~~Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based~~

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~~on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.~~

~~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.~~

~~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.~~

~~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.~~

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

- 1. *Idaho Core Teacher Standards AND***
- 2. *Foundation Social Studies Standards AND***
- 3. *History Standards OR***
- 4. *Government and Civics Standards OR***
- 5. *Economics Standards OR***
- 6. *Geography Standards***

Idaho Standards for Exceptional Child Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child 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 knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

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2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

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5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. 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.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

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4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1. The teacher understands the theory and elements of effective collaboration.
2. The teacher understands how to serve as a collaborative resource to colleagues.
3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

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4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
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 about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

** This language was written by a committee of content experts and has been adopted verbatim.*

~~*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.*~~

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the need for students to establish proper posture body awareness, communication, self- esteem, and social skills, as described in the American Foundation for the Blind Expanded Core Curriculum (Expanded Core Curriculum).
2. The teacher knows the effects of a visual impairment on the student’s family or guardians, and the reciprocal impact on the student’s self-esteem.

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3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access ~~and re-create~~ materials readily available to the sighted world.
2. The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with ~~positive-appropriate~~ behavior, and self-advocacy, ~~and a sense of humor~~.
3. The teacher designs instructional experiences ~~contingent depending~~ on individual student and familial stages of acceptance of the visual impairment.
4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

~~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.~~

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- ~~1.~~ The teacher knows the effects of a visual impairment on language and communication.
- ~~2~~1. The teacher knows the impact of visual disorders on learning, ~~and~~ experience, and concept development.
- ~~3~~2. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including those with additional disabilities (e.g., ~~Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication~~ For example: assistive technology specific for the auditory and tactual learner, such as screen readers, refreshable braille display; pre-braille skills; braille reading and writing; magnification options; tactile graphics).
- ~~4~~3. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

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54. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
65. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.
76. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.
- ~~8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.~~

Performance

1. The teacher teaches, writes, and reads ~~Grade 2~~ literary Braile and Nemeth (math and science) ~~codes when necessary (e.g., music, computer, and Braille), as well as music and computer braille codes.~~
2. The teacher secures specialized materials and equipment and provides training, as needed in a timely manner.
3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.
4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

~~*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.*~~

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.

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2. The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement.

1.3. The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary teaming).

Performance

1. The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.
2. The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.
3. The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

~~*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.*~~

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including ~~the array~~ a continuum of service options.
2. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.
3. The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).
4. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

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5. The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

6. The teacher knows the effects of medications on the visual system.

~~Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

2. The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.

3. The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance

1. The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

2. The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.

3. The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments.

4. The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

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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.*~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, ~~pre-~~basic orientation and mobility, and educational performance.
2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

~~*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.*~~

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher ~~knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment~~ and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments.
2. The teacher knows and understands ~~the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment resources available for individuals with visual impairments, including deaf blindness and those with additional disabilities (e.g., APH materials, textbooks, agencies).~~
3. The teacher ~~possesses an in-depth knowledge of the variances in the medical, federal, and~~

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~~state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service~~ knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

- ~~4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.~~

Performance

1. The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.
2. The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.
3. The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments.

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

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.
2. The teacher knows how to assist the student in related Expanded Core Curriculum skills, including developing visual, auditory, and tactile efficiency as well as ~~pre-cane~~ basic orientation and mobility skills.
3. The teacher knows how to assist the student in developing alternative organizational and study skills.
4. The teacher knows methods for providing adapted physical and recreation skills for ~~individuals~~ students who have visual impairments, including those with additional disabilities.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping

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personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies and resources for developing transition plans and career awareness ~~and provides vocational counseling for students who have visual impairments.~~

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, ~~which provide for to increase~~ independence.
2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.
3. The teacher integrates knowledge of the visual impairment and co-occurring disabilities with child developmental ~~progression~~ when designing and implementing cognitive, communication, and social skills instruction.

~~*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.*~~

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).
2. The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments.
3. The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

Performance

1. The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.

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2. The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.
3. The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

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.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows strategies for assisting parents/family, guardians, and other professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.
2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., sighted readers, transcribers, aides, ~~etc.~~) or who provide special materials to them.
3. The teacher knows ~~teacher that the~~ attitudes, expectations, and behaviors of professionals and peers will that affect the behaviors of students with visual impairments, including those with additional disabilities.
4. The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

Performance

1. The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.
2. The teacher clarifies the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., readers, transcribers, aides) or who provide special materials to those students.
3. The teacher complies with FERPA.

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Standard 11: The teacher knows how to read and produce contracted and uncontracted Literary Braille and Nemeth Codes.

Knowledge

1. The teacher knows and understands skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes.
2. The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.

Performance

1. The teacher applies skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes with a braille writer and slate and stylus.
2. The teacher applies the rules of the Literary Braille and Nemeth Codes when producing and adapting student work.
3. The teacher uses resources to obtain age-appropriate braille materials (e.g., APH materials, parent resources, braille production centers).

Idaho Standards for Special Education Teachers of Students Who Are Deaf/~~and/or~~ Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the ~~D~~deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

~~**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.**~~

~~**Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**~~

Knowledge

1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and degree of hearing loss impact status influence a student’s language development and ability to learning.
2. The teacher understands that being deaf/~~and/or~~ hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/~~and/or~~ hard of hearing students so they achieve age

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appropriate levels of literacy, academics, and social emotional development.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.
2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.
3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

~~*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.*~~

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands how hearing ~~loss~~ status may ~~impact~~ influence student development in the following areas: (i.e., sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing ~~loss~~ status, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for ~~accommodation for~~ English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands the need for differentiated instruction for language learning for emergent language users.
5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; ~~and~~ the student and family’s preferred mode of communication; linguistic needs; ~~severity of hearing~~ status ~~loss~~ and potential for using ~~residual hearing auditory access~~; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication ~~(i.e., Federal Policy Guidance, October 30, 1993).~~

Performance

1. The teacher uses information concerning hearing ~~loss~~ status (i.e., sensory, cognitive, communication, linguistic needs); ~~severity of hearing loss~~; potential for using ~~residual hearing auditory access~~; academic level; social, emotional, and cultural needs; ~~and~~

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~~opportunities for adapting in planning and implanting differentiated~~ instruction and peer interactions and communication.

~~*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.*~~

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/ ~~and/or~~ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.
2. The teacher understands that ~~d~~Deaf cultural factors, communication ~~challenges~~, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory ~~learning~~ access.
2. The teacher ~~plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities~~ creates a learning environment that encourages self-advocacy and the development of a positive self-identity.
3. The teacher prepares students for the appropriate use of interpreters and support 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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/ ~~and/or~~ hard of hearing.
2. The teacher knows the various educational placement options ~~that are consistent with~~

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~~program philosophy~~ and how they ~~impact~~ influence a deaf/~~and/or~~ hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/~~and/or~~ hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/~~and/or~~ hard of hearing.
2. The teacher ~~communicates~~ educates others regarding the potential benefits, ~~strengths~~, and constraints of ~~educating the deaf and/or hard of hearing (e.g., the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities).~~

~~Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.~~

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive ~~devices~~ technology.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, ~~aural/oral~~ listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/~~and/or~~ hard of hearing (e.g., total communication, cued speech, ASL, ~~aural/oral~~ LSL, hearing aids, cochlear implants, augmentative and assistive ~~equipment~~ technology, FM systems, and closed captioning).
2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).

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3. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and implementation of other accommodations.
3. The teacher ~~enables~~ provides instruction to students ~~to~~ on the effective use of appropriate support personnel and assistive technology.

~~*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.*~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf ~~and/or~~ hard of hearing.
2. The teacher knows the appropriate assessment accommodations ~~for the particular degree of hearing loss.~~
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing (e.g., interpreters and special tests).

Performance

1. The teacher ~~participates in the design of~~ uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf ~~and/or~~ hard of hearing.
2. The teacher designs and uses appropriate formative assessment tools.
3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf ~~and/or~~ hard of hearing as a function part of appropriate academic assessment.
4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

~~*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.*~~

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows Federal and State special education laws (IDEA).
2. The teacher knows how to develop a meaningful and compliant IEP.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.
2. The teacher implements the IEP.

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

~~*Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*~~

Knowledge

1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/~~and/or~~ hard of hearing.
2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

Performance

1. The teacher ~~develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child~~evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.
2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.
3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

~~*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.*~~

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Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.
4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.
6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.
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.

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, including laws affecting deaf/hard of hearing citizens and students.
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 current research in the field of education of deaf/hard of hearing students).
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.

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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, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.
8. The teacher uses technology to enhance productivity and professionalism.

~~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.~~

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/~~and/or~~ hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows of available resources ~~available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.~~
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with in a family that includes a students who ~~are-is~~ deaf/~~and/or~~ hard of hearing students.
4. The teacher knows the continuum of services provided by individuals and ~~by governmental and non-governmental~~ agencies in the ongoing ~~management~~ support of students who are deaf/~~and/or~~ hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) and agencies to meet the communication needs of students who are deaf/~~and/or~~ hard of hearing.
2. The teacher accesses and shares information about available resources with family and community.

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of:

1. The differences in knowledge acquisition and transfer for children and adults.
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.
4. Effective listening, oral communication, presentation skills, and expression in written communication.
5. Research and exemplary practice on "organizational change and innovation".
6. The process of development of group goals and objectives.

Performance: The teacher leader:

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.
2. Improves colleagues' acquisition and application of knowledge and skills.

3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.
4. Uses effective communication skills and processes.
5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.
6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

1. Action research methodology.
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

Performance: The teacher leader:

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.
2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.
3. Assists with application and supports dissemination of action research findings to improve educational outcomes.

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

1. The standards of high quality professional development and their relevance to improved learning.
2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice.
4. The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.

3. Role and use of critical reflection in improving professional practice.

Performance: The teacher leader:

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.
2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.
4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.
2. Use of formative and summative data to inform the continuous improvement process.
3. Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.
2. Models use of formative and summative data to inform the continuous improvement process.
3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

1. Child development and conditions in the home, culture and community and their influence on educational processes.
2. Contextual considerations of the family, school, and community and their interaction with educational processes.
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders.
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:

1. Effective identification and interpretation of data, research findings, and exemplary practices.
2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.
3. Local, state and national policy decisions and their influence on instruction.
4. The process to impact policy and to advocate on behalf of students and the community.

Performance: The teacher leader:

1. Identifies and evaluates needs and opportunities.
2. Generates ideas to effectively address solutions/needs.
3. Analyzes feasibility of potential solutions and relevant policy context.
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.
3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.
2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

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2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
2. The teacher librarian supports flexible, open access for library services.
3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
4. The teacher librarian facilitates access to information in a variety of formats.
5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
6. The teacher librarian provides a respectful, positive, and safe climate.
7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.
8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

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5. The teacher librarian understands the process of information retrieval and resource sharing.
6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.
8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian catalogs and classifies library materials using professional library standards.
5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
7. The teacher librarian administers and trains staff to ensure an effective school library program.
8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.
10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.
2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.
5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher librarian understands many methods of assessing the library program.
2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
2. The teacher librarian makes effective use of data and information to assess how the library

program addresses the needs of diverse communities.

3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.
5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.
2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.
4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
3. The teacher librarian understands confidentiality issues related to library records.
4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
2. The teacher librarian educates the school community on the ethical use of information and ideas.
3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher librarian understands various communication and public relations strategies.

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2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.
4. The teacher librarian advocates for the school library program and the library profession.
5. The teacher librarian participates in decision-making groups to continually improve library services.
6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
10. The teacher librarian advocates for school library and information programs, resources, and services.
11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).

8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

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.

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.

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

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

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 assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g., portfolio, critique, performance/presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

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 continued professional growth in his or her discipline.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

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 appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to

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his or her discipline in a safe manner.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre.
4. The teacher is able to direct shows for public performance.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

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 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.

Standard 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.
2. The teacher understands how to safely operate and maintain technical theatre equipment.

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3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

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 and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance: The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

Knowledge

1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

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.

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.

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.

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to quality in works of art.
4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.
6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.
2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

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.

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.

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

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.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

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.

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.

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.

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.

Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.
5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
6. The teacher systematically incorporates culture into instruction.
7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.
8. The teacher encourages students to understand that culture and language are intrinsically tied.

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 the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.
3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
4. The teacher knows the methodologies and theories specific to second language acquisition.
5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
2. The teacher integrates cultural knowledge into language instruction.
3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

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.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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 that world languages methodologies continue to change in response to emerging research.
2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 5: Classroom Motivation and Management Skills - 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 that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

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 of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

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 the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.
3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

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 ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

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2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
4. The teacher appropriately assesses for both the content and form of communication.

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.

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 about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.
4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary of Terms

ACTFL Proficiency Guidelines - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.

http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalyzed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

** This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

4. Understands methods for responding to conflict.

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.
2. Demonstrates ability to proactively engage staff in conflict resolution.
3. Demonstrates ability to establish rules and related consequences designed to keep students safe.
4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.
5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.
6. Demonstrates ability to use data to monitor and improve school climate.
7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.
2. Understands effective communication strategies.
3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.
2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.
3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions
2. Understands cultural diversity and its importance in the schools learning community.

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.
2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: The School Administrator:

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.
2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.
3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: The School Administrator:

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

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2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.
2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.
3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.
4. Understands the importance of clear and consistent processes and systems to manage change.
5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.
2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.
2. Understands available resources in the community.
3. Understands the value of transparency regarding decision making and the allocation of resources.
4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.
2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:

1. Understands the roles of leadership.
2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.
3. Understands the political, social, cultural, and economic systems and processes that support and impact education.
4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: The School Administrator:

1. Creates and implements an individual professional learning plan.
2. Enhances leadership skills through collaboration with colleagues and professional development.
3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.
4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.
5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.
2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.
5. Understands legal issues impacting personnel, management, and operations.
6. Understands ethical frameworks and perspectives.
7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
8. Understands policies and laws related to school and district.

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.
2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
3. Understands student growth and development.
4. Understands adult learning and professional development.
5. Understands the change process for systems, organizations, and individuals.
6. Understands the essential role of technology in education.

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.
2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.
2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.
3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.
4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.

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2. Understands the process for developing common formative benchmark assessments or rubrics.
3. Understands how to use data to guide student instruction and tiered intervention.
4. Understands how to identify at risk students.
5. Understands the laws and regulations associated with special student populations.
6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.
7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.
8. Understands various intervention strategies to be implemented to close achievement gaps.
9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.
10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.
11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.
2. Has used observation and evaluation methods to supervise instructional personnel.
3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.

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2. Understands the use of multiple measures of student performance data to improve classroom instruction.
3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.
2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.
3. Uses data to inform school wide professional development.

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.
2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.
3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.
2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

**This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

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5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of district-wide policy development and effective implementation.
11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
13. The superintendent understands the importance of developing and fostering a productive relationship with the board.
14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.
2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
4. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

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7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.
8. The superintendent works effectively within the organizational complexity of school districts.
9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

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Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

** This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

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Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.
2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.
4. The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.
2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.
2. The special education director knows how to plan, write, implement, and access Individual Education Programs.
3. The special education director understands the role of assistive and adaptive technology and related services in instruction.
4. The special education director understands community-based instruction and experiences for students.
5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.
2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.
3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
2. The organizational structure and components of an effective school counseling program.
3. Barriers to student learning and use of advocacy and data-driven school counseling practices.
4. Leadership principles and theories.
5. Individual counseling, group counseling and classroom instruction.
6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.
8. Assessments relevant to K-12 education.

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Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.
2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.
3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.
4. Multicultural, ethical and professional competencies.
5. Identification and expression of professional and personal qualities and skills of effective leaders.
6. Advocacy for student success.
7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.
3. Learning theories.
4. History and purpose of school counseling, including traditional and transformed roles of school counselors.
5. Human development theories and developmental issues affecting student success.
6. District, state, and national student standards and competencies.
7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.
8. The three domains of academic achievement, career planning and personal/social development.

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Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.
3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.
4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.
5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.
2. Organization theory to facilitate advocacy, collaboration and systemic change.
3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.
4. Time management, including long- and short-term management, using tools such as schedules and calendars.
5. Data-driven decision making.
6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.
2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.

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3. The capability to create calendars to ensure the effective implementation of the school counseling program.
4. Coordination of activities that establish, maintain and enhance the school counseling program.

Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.
2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.
3. Classroom management.
4. Principles of career and post-secondary planning.
5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.
6. Responsive services (counseling and crisis response) including grief and bereavement.
7. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.
2. Classroom management and instructional skills.
3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.
4. The ability to build effective, high-quality student support programs.
5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.
6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.

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7. Participation as member of the crisis team providing assistance to the school and community in a crisis.
8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.
9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.
10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.
11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.
12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.
3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.
2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

1. The school nurse understands how to improve knowledge and competency in school nursing practice.
2. The school nurse knows how to self-assess professional nursing practice.
3. The school nurse knows how to access professional resources that support school nursing practice.
4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.
2. The school nurse seeks and acts on constructive feedback regarding professional development.
3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.
2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.
2. The school nurse acts as an advocate for students and families.
3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands developmentally appropriate health education.
2. The school nurse understands the influence of family dynamics on student achievement and wellness.
3. The school nurse understands that health instruction within the classroom is based on learning theory.
4. The school nurse understands child, adolescent, family, and community health issues.
5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.
2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

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3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.
4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.
5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.
6. The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

1. The school nurse understands the principles of school nursing management.
2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).
3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The school nurse demonstrates leadership skills to utilize human resources efficiently.
4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely *recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have* met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress ~~aiding in transition activities and accomplishments of students~~ as it relates to educational and social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.
2. The school psychologist ~~knows~~ understands alternative assessment approaches (e.g., curriculum-based, portfolio, ~~and~~ ecological).
3. The school psychologist knows understands non-test assessment procedures (e.g., observation, diagnostic interviewing, ~~and~~ reviewing records).
4. The school psychologist understands the ~~Response to Intervention (RTI) process~~ application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.
5. The school psychologist understands correct interpretation and application of assessment data.
6. The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through ~~A~~ age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a

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systematic process to collect data and other information.

2. The school psychologist translates assessment results into the design, implementation, and accountability of empirically-based decisions about intervention and recommendations supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.
- ~~3. The school psychologist assists in creating intervention strategies linked to the assessment information.~~
43. The school psychologist ~~assists in evaluating~~ uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.
4. The school psychologist interprets and synthesizes assessment information from a variety of sources.

Standard 2: Consultation and Collaboration - the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

- ~~1. The school psychologist knows processes of producing change in individuals and groups.~~
21. The school psychologist ~~knows various strategies and techniques of team building~~ understands varied methods of consultation in psychology and education (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.
- ~~3. The school psychologist knows various strategies and techniques of team decision-making.~~
42. The school psychologist ~~possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others~~ understands methods for effective consultation and collaboration that link home, school, and community settings.
53. The school psychologist understands factors necessary for effective interpersonal communication.
46. The school psychologist ~~knows~~ understands how to communicate effectively in oral and written form.

Performance

- ~~1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.~~
21. The school psychologist uses effective consultation and collaboration methods to ~~facilitate the development of professional environments in schools and related settings to~~

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~~promote the kinds of principles necessary to achieve consensus~~ develop a climate in which consensus can be achieved to promote positive student outcomes.

~~32. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others~~ consults and collaborates effectively in the planning, problem solving, and decision-making processes to design, implement, and evaluate educational and mental health services with respect for cultural and linguistic diversity.

~~43. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.~~

~~54. The school psychologist presents and disseminates information to diverse audiences~~ effectively communicates information in oral and written form for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.

~~6. The school psychologist communicates effectively in oral and written form.~~

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, to promote student learning while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

1. The school psychologist ~~knows~~ understands ~~primary learning theories (e.g., behavioral, cognitive, and neuro-developmental)~~ human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.

2. The school psychologist understands ~~various instructional strategies and learning styles~~ empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.

3. The school psychologist ~~knows~~ understands ~~principles of student-centered learning~~ evidence-based curriculum and instructional strategies that facilitate students' academic achievement.

4. The school psychologist ~~knows~~ understands ~~how to develop appropriate educational cognitive, academic, and career goals for students with different ability levels using a team approach~~ and cultural/social backgrounds.

~~5. The school psychologist understands current instructional theories and models.~~

~~65. The school psychologist knows~~ understands ~~evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity~~ assess learning and

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instruction for using data in decision making, planning, and progress monitoring.

Performance

- ~~1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.~~
- ~~2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.~~
- ~~3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.~~
- ~~4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.~~
- ~~5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.~~
- ~~6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.~~
- ~~72. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary assessment and data-collection methods to assist in developing appropriate educational goals for students with diverse abilities and backgrounds.~~
- ~~83. The school psychologist assesses treatment integrity and efficacy of intervention strategies assists in promoting the use of evidence-based interventions with fidelity.~~

~~***Standard 4: Socialization and Development of Life Skills — The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.***~~

Knowledge

- ~~1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.~~
- ~~2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.~~
- ~~3. The school psychologist knows principles of behavior management.~~
- ~~4. The school psychologist understands conflict management and problem-resolution~~

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strategies.

- ~~5. The school psychologist knows empowerment strategies for students and family support systems.~~
- ~~6. The school psychologist understands the ecological impact of learning environments on student success.~~
- ~~7. The school psychologist understands early childhood development and its impact on successful school transitions.~~

Performance

- ~~1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.~~
- ~~2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.~~
- ~~3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.~~
- ~~4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.~~
- ~~5. The school psychologist provides mental health services to enhance appropriate student behavior.~~
- ~~6. The school psychologist facilitates students and families in developing positive socialization and life skills.~~
- ~~7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.~~
- ~~8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.~~

Standard 4: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge

- ~~1. The school psychologist understands individual differences, abilities, and other diverse characteristics.~~

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2. The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.
3. The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.
4. The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

Performance

1. The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.
2. The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.
- 4.3. The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.

~~*Standard 5: School Psychology Practice and Professional Development – The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.*~~

Knowledge

1. ~~The school psychologist understands the history and foundations of school psychology and its relation to other fields.~~
2. ~~The school psychologist knows current models, methods and practices of the profession.~~
3. ~~The school psychologist knows the appropriate ethical and professional standards.~~
4. ~~The school psychologist knows current federal statutes and state statutes and regulations as they relate to students.~~
5. ~~The school psychologist understands processes and procedures for public policy development.~~
6. ~~The school psychologist knows methods to evaluate personal needs for continuing professional development.~~

Performance

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- ~~1. The school psychologist is aware of current practices in related fields.~~
- ~~2. The school psychologist adheres to best practices of the profession.~~
- ~~3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.~~
- ~~4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.~~
- ~~5. The school psychologist maintains certification and continues professional development.~~
- ~~6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.~~

Standard 5: Legal, Ethical, and Professional Practice –The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

Knowledge

1. The school psychologist understands the history and foundations of school psychology.
2. The school psychologist understands multiple service models and methods.
3. The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.
4. The school psychologist understands current federal and state statutes and regulations pertaining to educational services.
5. The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

Performance

1. The school psychologist provides services consistent with ethical, legal, and professional standards.
2. The school psychologist engages in ethical and professional decision-making.
3. The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.
4. The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.

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5. The school psychologist demonstrates legal and ethical practices in communication and the use of technology.
6. The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

~~*Standard 6: Student Diversity in Development and Learning – The school psychologist understands that an individual’s development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.*~~

Knowledge

1. ~~The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.~~
2. ~~The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.~~
3. ~~The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.~~
4. ~~The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.~~
5. ~~The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various biases.~~
6. ~~The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.~~

Performance

1. ~~The school psychologist assists in the development of instructional programs and activities for a diverse student population.~~
2. ~~The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.~~
3. ~~The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.~~
4. ~~The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.~~

Standard 6: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. The school psychologist understands school and multi-tiered systems' structure, organization, and theory.
2. The school psychologist understands general and special education.
3. The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Performance

1. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.
2. The school psychologist utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

~~*Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.*~~

~~**Knowledge**~~

- ~~1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).~~
- ~~2. The school psychologist knows how to use new technologies to enhance student services.~~
- ~~3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).~~

~~**Performance**~~

- ~~1. The school psychologist uses appropriate technologies to facilitate professional performance.~~
- ~~2. The school psychologist uses technologies to facilitate student performance.~~
- ~~3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.~~
- ~~4. The school psychologist evaluates the validity of information and resources.~~

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Standard 7: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.

Knowledge

1. The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.
2. The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring
3. The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.

Performance

1. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.
2. The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.
3. The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student's mental health, socialization, and learning.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. ~~The school psychologist understands the organization of schools and systems.~~
2. ~~The school psychologist understands principles of organizational development and systems theory as it relates to their practice.~~
3. ~~The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.~~
4. ~~The school psychologist understands leadership roles in the development and implementation of systems change.~~
5. ~~The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.~~
6. ~~The school psychologist knows how to access resources available to address behavioral,~~

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learning, mental, and physical needs.

Performance

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.
2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community.
3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.
4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.
5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

Standard 8: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Knowledge

1. The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.
- 1.2. The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Performance

1. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.
2. The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.
3. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

Standard 9: Prevention, Crisis Intervention, and Mental Health – The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge

- ~~1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.~~
- ~~2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.~~
- ~~3. The school psychologist understands strategies to address students' learning and behavior problems.~~
- ~~4. The school psychologist knows various prevention programs and crisis intervention procedures.~~
- ~~5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).~~

Performance

- ~~1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.~~
- ~~2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.~~
- ~~3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.~~
- ~~4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.~~
- ~~5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.~~

Standard—109: *Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.*

Knowledge

- ~~1. The school psychologist knows how family systems influence students' cognitive, affective and social development, and academic performance.~~
- ~~2. The school psychologist understands the importance of family involvement in education.~~

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- ~~3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.~~
- ~~4. The school psychologist understands diversity issues that affect home/school collaboration.~~
- ~~5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.~~
- ~~6. The school psychologist knows the local community services available to support students and their families.~~
1. The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family-school interactions that impact student development.
2. The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.
3. The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.
4. The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance

- ~~1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.~~
- ~~2. The school psychologist facilitates and supports parent participation in educational decision making activities (e.g., team meetings, schoolwide committees, and school improvement teams).~~
- ~~3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.~~
- ~~4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.~~
1. The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.

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2. The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.

Standard 140: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

- ~~1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.~~
 - ~~2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or plan and conduct research.~~
 - ~~3. The school psychologist knows appropriate program evaluation strategies and techniques.~~
 - ~~4. The school psychologist understands psychometric principles that influence test selection and assessment methods.~~
 - ~~5. The school psychologist knows the strengths and weaknesses of various research methods, designs and their impact on the interpretation of findings.~~
1. The school psychologist understands research design, statistics, measurement, varied data-collection and analysis techniques.
 2. The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.
 3. The school psychologist understands program evaluation methods at the individual, group, and systems levels.

Performance

- ~~1. The school psychologist applies knowledge of the principles of research design.~~
- ~~2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.~~
- ~~3. The school psychologist uses appropriate strategies when evaluating programs and interventions.~~
- ~~4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.~~
- ~~5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.~~

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1. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.
2. The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.
3. The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. [These standards were adapted from the 2008 Council on Social Work Education \(CSWE\) Educational Policy and Accreditation Standards, the National Association of Social Workers \(NASW\) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes.](#) It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

*~~*This language was written by a committee of content experts and has been adopted verbatim.~~*

~~**Standard 1: Content**—The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).~~

~~**Knowledge: The competent school social worker:**~~

- ~~1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
 - ~~a. has attained a master's degree in social work from a program accredited by (CSWE),~~
 - ~~b. has taken a school social work course and,~~
 - ~~c. has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.~~~~
- ~~2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.~~
- ~~3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.~~
- ~~4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.~~

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- ~~5. Understands the effects of mental illness on students' ability to participate in learning.~~
- ~~6. Understands the person-in-environment context of social work.~~
- ~~7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.~~
- ~~8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.~~
- ~~9. Understands systems theories as they relate to classrooms, schools, families, and community.~~
- ~~10. Understands methods of advocacy on behalf of individuals, families, and school systems.~~
- ~~11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.~~

Performance: The competent school social worker:

- ~~1. Uses empathy in interpersonal relationships.~~
- ~~2. Uses diverse interview techniques and written communication with all persons within the student's system.~~
- ~~3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.~~
- ~~4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).~~
- ~~5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.~~
- ~~6. Demonstrates effective leadership of and participation in interdisciplinary teams.~~

~~*Standard 2: Service Delivery — The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.*~~

Knowledge: The competent school social worker:

- ~~1. Understands empirically-based methods of individual, group, family, and crisis counseling.~~
- ~~2. Understands empirically-based methods of social work service delivery.~~
- ~~3. Understands and develops skills in advocacy, case management, community organization,~~

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~~consultation and in-service training.~~

- ~~4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including “Response to Intervention.” (RTI)~~
- ~~5. Understands the interdisciplinary approach to service delivery within the educational environment.~~
- ~~6. Understands how to integrate content knowledge for service delivery.~~
- ~~7. Understands the role of mandated reporters and the function of the State’s child welfare agency and law enforcement interaction.~~

Performance: The competent school social worker:

- ~~1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).~~
- ~~2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.~~
- ~~3. Provides crisis intervention counseling and other services to the school community.~~
- ~~4. Provides consultation to teachers, administrators, parents, and community agencies.~~
- ~~5. Develops and provides training and educational programs in the school and community.~~
- ~~6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.¹~~
- ~~7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.~~
- ~~8. Mobilizes the resources of the school and community to meet the needs of children and their families.~~

¹~~School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.~~

~~Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs~~

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~~intervention selection and monitoring as it relates to the social-emotional development of students in the educational system. (Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work* (20th Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)~~

- ~~9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.~~

~~**Standard 3: Planning**—*The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.*~~

~~**Knowledge: The competent school social worker:**~~

- ~~1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.~~
- ~~2. Understands the process of needs assessment, referral, and resource development.~~
- ~~3. Understands how to develop long and short term empirically based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.~~
- ~~4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.~~
- ~~5. Understands how to integrate and use technology for assessments, interventions, and information management.~~

~~**Performance: The competent school social worker:**~~

- ~~1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.~~
- ~~2. Conducts needs assessments to plan for service delivery.~~
- ~~3. Assists students in creating long and short term plans to meet expectations for learning.~~
- ~~4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.~~
- ~~5. Plans interventions that integrate students' life experiences and future career goals.~~
- ~~6. Maintains relevant data to assist in planning, management and evaluation of school social work.~~
- ~~7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.~~

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- ~~8. Supports approaches to learning that address individual student needs.~~
- ~~9. Integrates and uses technology for assessments, interventions, and information management.~~

~~*Standard 4: Assessment and Evaluation – The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.*~~

Knowledge: The competent school social worker:

- ~~1. Understands strength-based assessments and practices that support growth and development.~~
- ~~2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.~~
- ~~3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.~~
- ~~4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.~~
- ~~5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
 - ~~• The child's physical, cognitive, and social-emotional development;~~
 - ~~• Family history and factors that influence the child's overall functioning;~~
 - ~~• The child's behavior and attitude in different settings;~~
 - ~~• Patterns of interpersonal relationships in all spheres of the child's environment;~~
 - ~~• Patterns of achievement and adjustment at critical points in the child's growth and development;~~
 - ~~• Adaptive behavior and cultural factors that may influence learning.~~~~
- ~~6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.~~
- ~~7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.~~
- ~~8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.~~
- ~~9. Is familiar with the diagnostic tools used by other professionals in the school.~~
- ~~10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.~~

Performance: The competent school social worker:

- ~~1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students' social-emotional development in the school environment.~~
- ~~2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including "Response to Intervention" (RTI).~~
- ~~3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.~~
- ~~4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.~~
- ~~5. Presents social work assessment results in an easily understandable manner.~~
- ~~6. Documents social work assessment and evaluation results.~~
- ~~7. Collaborates with parents/guardians and other professionals regarding the assessment process.~~
- ~~8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.~~
- ~~9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.~~

~~*Standard 5: Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well-being.*~~

Knowledge: The competent school social worker:

- ~~1. Understands the principles, practices, and processes of individual and organizational consultation.~~
- ~~2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.~~
- ~~3. Understands the school's role within the context of the larger community.~~

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- ~~4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.~~
- ~~5. Understands the importance of audience and purpose when selecting ways to communicate ideas.~~
- ~~6. Understands language development, communication techniques, and the role of communication in the learning environment.~~
- ~~7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families~~
- ~~8. Understands the role of school personnel as mandated reporters of child abuse and neglect.~~

Performance: The competent school social worker:

- ~~1. Initiates, develops, and implements consultative relationships.~~
- ~~2. Models and promotes ethical practices for confidential communication.~~
- ~~3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.~~
- ~~4. Encourages relationships among colleagues to promote a positive learning environment.~~
- ~~5. Participates in collaborative decision-making and problem-solving to promote students' success.~~
- ~~6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.~~
- ~~7. Models and promotes effective communication among group members or between groups.~~
- ~~8. Uses a variety of effective communication modes with diverse target groups.~~
- ~~9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.~~
- ~~10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.~~

~~***Standard 6: Advocacy and Facilitation—The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.***~~

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Knowledge: The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
2. Is familiar with available resources for students and families within the school and community.
3. Understands when and how to make referrals for programs and services at the district, community, and State levels.
4. Understands the need to improve access to services and resources.

Performance: The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.
3. Makes referrals to community and school resources.
4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

Standard 7: Learning Community – The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge: The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.
2. Understands how people's attitudes within the educational environment influence behavior of individuals.
3. Understands how to help students work cooperatively and productively.
4. Understands the importance of parents'/guardians' participation in fostering students' positive development.
5. Understands dispute resolution strategies.
6. Understands the goals and objectives of educational organizations.
7. Understands how to work with administrators and other school personnel to make changes within the school.

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- ~~8. Understands how service learning and volunteerism promote the development of personal and social responsibility.~~

Performance: The competent school social worker:

- ~~1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.~~
- ~~2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.~~
- ~~3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.~~
- ~~4. Develops dispute resolution programs within the school environment.~~
- ~~5. Develops needs assessments and works as a change agent to address the identified gaps in services.~~
- ~~6. Collaborates with community agencies in school-linked service learning projects or other programs.~~
- ~~7. Promotes the effective utilization of school social work services.~~
- ~~8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.~~
- ~~9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.~~
- ~~10. Promotes active parental/guardian participation within the educational environment.~~
- ~~11. Collaborates with community agencies to increase access to services and resources.~~

~~***Standard 8: Diversity—The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.***~~

Knowledge: The competent school social worker:

- ~~1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.~~
- ~~2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.~~

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- ~~3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.~~
- ~~4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.~~
- ~~5. Understands ways in which similar behaviors may have different meanings to people in different cultures.~~

Performance: The competent school social worker:

- ~~1. Facilitates a learning community in which individual differences are respected.~~
- ~~2. Practices gender equity and avoid sex role stereotyping.~~
- ~~3. Provides services that promote multi-cultural sensitivity.~~
- ~~4. Develops strategies to decrease negative effects of cultural barriers on education.~~
- ~~5. Utilizes students' diversity to enrich the educational experiences of all students.~~
- ~~6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.~~
- ~~7. Utilizes appropriate social work assessment tools and empirically based intervention strategies that reflect diverse student needs.~~
- ~~8. Designs empirically based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.~~
- ~~9. Makes referrals for additional services or resources to assist students with diverse learning needs.~~

~~*Standard 9: Professional Conduct and Ethics – The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.*~~

Knowledge: The competent school social worker:

- ~~1. Understands the current applicable professional codes of conduct and ethical practice guidelines.~~
- ~~2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.~~
- ~~3. Understands the legal and ethical principles of confidentiality as they relate to the practice~~

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~~of school social work, (i.e., HIPPA, FERPA).~~

- ~~4. Understands the organization and operation of safe school systems.~~
- ~~5. Understands school policies and procedures as they relate to student learning, safety and well-being.~~
- ~~6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.~~
- ~~7. Understands the importance of active participation and leadership in professional education and social work organizations.~~

Performance: The competent school social worker:

- ~~1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.~~
- ~~2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.~~
- ~~3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.~~
- ~~4. Abides by current legal directives, school policies, and procedures.~~
- ~~5. Promotes the rights of all students in a safe environment.~~
- ~~6. Models and promotes ethical practices for confidential communication.~~

Standard 10: Professional Development—The competent school social worker actively seeks opportunities to grow professionally.

Knowledge: The competent school social worker:

- ~~1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.~~
- ~~2. Understands the impact of personal strengths and needs on service delivery.~~
- ~~3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.~~
- ~~4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.~~
- ~~5. Understands how to interpret and utilize research to evaluate and guide professional~~

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interventions and program development.

Performance: The competent school social worker:

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
3. Uses self-assessment and performance evaluations to identify areas for professional growth.
4. Actively seeks consultation to improve professional practice.
5. Maintains the limits and boundaries of the professional role of school social workers.
6. Participates in professional activities and organizations that promote and enhance school social work practice.

Standard 1: Foundations of the professional school social worker - The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person's social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success.

Knowledge - The competent school social worker:

1. Understands that school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.
2. Understands how to improve academic and behavioral outcomes of students.
3. Possesses skills and knowledge to ensure the delivery of scientifically supported services.
4. Knows how to promote a positive school climate and culture.
5. Knows how to maximize school-based and community resources.
6. Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Performance - The competent school social worker:

1. Uses knowledge to improve academic and behavioral outcomes of students.
2. Utilizes skills and knowledge to ensure the delivery of scientifically supported services.

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3. Promotes a positive school climate and culture.
4. Maximizes school-based and community resources.
5. Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Standard 2: Engagement, Assessment, Intervention, and Evaluation - The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.

Knowledge - The competent school social worker:

1. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
2. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.
3. Understands how to help students work cooperatively and productively.
4. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.
5. Understands dispute resolution strategies.
6. Is familiar with the diagnostic tools used by other professionals in the school.
7. Understands the use of assessment as a means to evaluate the student's social- emotional/mental functioning, including:
 - a. The child's physical, cognitive, and social-emotional development.
 - b. Family history and factors that influence the child's overall functioning.
 - c. The child's behavior and attitude in different settings.
 - d. Patterns of interpersonal relationships in all spheres of the child's environment.
 - e. Patterns of achievement and adjustment at critical points in the child's growth and development.
 - f. Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).

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Performance - The competent school social worker:

1. Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.
2. Uses empathy and other interpersonal skills.
3. Develops a mutually agreed-on intervention goals and objectives.
4. Collects, organizes, and interprets student data.
5. Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.
6. Selects and utilizes appropriate intervention strategies.
7. Initiates actions to achieve student learning outcomes.
8. Implements prevention interventions that enhance student and family capacities.
9. Helps students and families resolve problems.
10. Negotiates, mediates, and advocates for students, families and the school system.
11. Plans for and facilitates transitions and termination of services.
12. Critically analyzes, monitors, and evaluates interventions.
13. Uses diverse interview techniques and written communication with all persons within the student's environment.
14. Mobilizes the resources of the school and community to meet the needs of students and their families.
15. Assists in establishing expectations for student learning consistent with students' strengths and educational goals.

Standard 3: Knowledge of human behavior and the social environment - The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.

Knowledge - The competent school social worker:

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1. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
2. Understands the effects of mental illness on students' ability to participate in learning.
3. Understands the person-in-environment context of social work.
4. Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.
5. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.
6. Understands strength-based assessments and practices that support growth and development.
7. Understands the social-developmental history with its focus on the student's functioning within the educational environment.
8. Understands principles of and strategies for effective behavior, emotional and social management within the school environment.
9. Understands how people's attitudes within the educational environment influence behavior of individuals.
10. Understands the importance of parents'/guardians' participation in fostering students' positive development.
11. Understands the goals and objectives of educational organizations.
12. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance - The competent school social worker:

1. Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.
2. Critiques and applies knowledge to understand students in their educational, family and community environments.
3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.
4. Develops and implements empirically-based prevention and intervention plans that enable the child to "respond to intervention" (RTI).

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5. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
6. Provides crisis intervention counseling and other services to the school community.
7. Provides consultation to teachers, administrators, parents, and community agencies.
8. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.
9. Implements appropriate areas of student IEP, accommodation, and behavior plans.
10. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

Standard 4: Policy practice - The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

Knowledge - The competent school social worker:

1. Understands the interdisciplinary approach to service delivery within the educational environment.
2. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.
3. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.
4. Understands the school's role within the context of the larger community.
5. Understands the importance of audience and purpose when selecting ways to communicate ideas.
6. Understands how to work with administrators and other school personnel to make changes within the school.
7. Understands the organization and operation of safe school systems.

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8. Understands school policies and procedures as they relate to student learning, safety and well-being.

Performance - The competent school social worker:

1. Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.
2. Collaborates with colleagues and clients for effective policy action.
3. Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.
4. Identifies and addresses gaps in services for students and families.
5. Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Standard 5: Environmental contexts that shape practice - Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.

Knowledge - The competent school social worker:

1. Understands systems theories as they relate to classrooms, schools, families, and community.
2. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.
3. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
4. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
5. Understands how to integrate and use technology for assessments, interventions, and information management.
6. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.
7. Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.

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Performance - The competent school social worker:

1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.
2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
3. Facilitates collaborative relationships between general and special education systems to promote a unified system of education.
4. Develops long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
5. Integrates and uses technology for assessments, interventions, and information management.

Standard 6: Empirically based practice - The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.

Knowledge - The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.
2. Understands empirically-based methods of social work service delivery.
3. Understands the process of needs assessment, referral, and resource development.
4. Understands quantitative and qualitative research.
5. Understands scientific and ethical approaches to building knowledge.
6. Understands the use of empirically based assessment and evaluation results to develop student interventions.

Performance - The competent school social worker:

1. Uses practice in the educational setting to inform future research activities.
2. Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.
3. Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.

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4. Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.
5. Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.

Standard 7: Advocacy - The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Knowledge - The competent school social worker:

1. Understands methods of advocacy on behalf of individuals, families, and school systems.
2. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
3. Understands the need to improve access to services and resources.
4. Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.
5. Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.

Performance - The competent school social worker:

1. Advocates for student, family and human rights and social and economic justice.
2. Engages in practices that advance social and economic justice.
3. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
4. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.
5. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.
6. Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Standard 8: Diversity and cultural competence - The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender

identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Knowledge - The competent school social worker:

1. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
2. Understands the broad range of backgrounds and experiences that shape students' approaches to learning.
3. Understands how students' success is influenced by prior learning and the diversity factors listed above.
4. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
5. Understands the issues of second language acquisition and the immigrant experience.
6. Understands ways in which similar behaviors may have different meanings to people in different cultures.
7. Understands that, as a consequence of difference and diversity, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Performance - The competent school social worker:

1. Considers the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.
4. Actively learns from and engages those with whom they work.
5. Considers how these factors impact student learning, academic success and achievement.

Standard 9: Critical Thinking - The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.

Knowledge - The competent school social worker:

1. Understands how to analyze the usefulness of knowledge in specific situations.

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2. Understands how synthesis and communication of relevant information is pertinent to the educational setting.
3. Understands how to integrate content knowledge for service delivery.
4. Understands theories and methods of communication.

Performance - The competent school social worker:

1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
2. Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.
3. Analyzes models of assessment, prevention, intervention, and evaluation.
4. Synthesizes and communicates relevant information as it pertains to the learning environment.
5. Uses supervision and consultation to determine best practice service delivery.
6. Utilizes theories and appropriate methods of communication when engaging a variety of audiences.

Standard 10: Ethical Practice - The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.

Knowledge - The competent school social worker:

1. Understands federal and state laws and regulations as they pertain to ethical school social work practice.
2. Understands the NASW *Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.
3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
4. Understands the value base of the profession, its ethical standards, and relevant law.

Performance - The competent school social worker:

1. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students' and families' rights.
2. Models and promotes ethical practices for confidential communication.

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3. Manages personal values in a way that allows professional values to guide practice.
4. Makes ethical decisions by applying standards of the *NASW Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.
5. Tolerates ambiguity in resolving ethical conflicts.
6. Applies strategies of ethical reasoning to arrive at principled decisions.
7. Collaborates with other educational professionals in an interdisciplinary and ethical manner.

Standard 11: Identifies as a professional school social worker and conducts oneself accordingly - School social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Knowledge - The competent school social worker:

1. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
2. Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.
3. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.
4. Understands the importance of active participation and leadership in professional education and social work organizations.
5. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.
6. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
7. Understands the significance of social work history.

Performance - The competent school social worker:

1. Advocates for student and family access to social work services in the educational setting.
2. Practices personal reflection and self-correction to assure continual professional development.
3. Attends to professional roles and boundaries within the context of the educational setting.

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4. Demonstrates professional demeanor in behavior, appearance, and communication.
5. Engages in career-long learning.
6. Uses supervision and consultation.
7. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
8. Participates in professional activities and organizations that promote and enhance school social work practice.

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SUBJECT

Proposed Rule Changes to IDAPA 08.02.02.016, .019, .022, .023, .024, .027, .028, .100 Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254, 33-1258, and 33-114, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

08.02.02.016.01 IDAHO EDUCATOR CREDENTIAL Renewal Requirement – Mathematics In-Service Program

This section of rule is being amended to clarify the intent of the renewal requirements for the Mathematics In-Service Program requirement and the Idaho Comprehensive Literacy Course. The intent was to have all currently employed holders of Standard Elementary Certificates, Standard Exceptional Child Certificates, and Administrator Certificates show proof that they have successfully completed the “Mathematical Thinking for Instruction” course, as a one-time requirement to recertify. The language has been amended to clarify that the requirement is not limited by the assignment that is held at the time of recertification, but it is a condition of employment in any Idaho school district or charter school by anyone who holds the previously named certificates.

08.02.02.016.04 IDAHO EDUCATOR CREDENTIAL Renewal Requirement – Idaho Comprehensive Literacy Course

This section of rule is being amended to clarify the intent of the renewal requirements for the Idaho Comprehensive Literacy Course. The intent was to have all currently employed holders of Standard Elementary Certificates and Standard Exceptional Child Certificates show proof that they have successfully completed the Idaho Comprehensive Literacy course, as a one-time requirement to recertify. The language has been amended to clarify that the requirement is not limited by the assignment that is held at the time of recertification, but it is a condition of employment in any Idaho school district or charter school by anyone who holds the previously named certificates.

08.02.02.019 BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATE Birth through Grade 3 Endorsement, Pre-K through Grade 6 Endorsement. 08.02.02.022.08, .09 ENDORSEMENTS A – D Communication Endorsement (6-12), Computer Science Endorsement (6-12), 08.02.02.023.02, .03, .09, .12 ENDORSEMENTS E – L Economics Endorsement (6-12), Engineering Endorsement (6-12), Health Endorsement (6-12 or K-12), Journalism Endorsement (6-12), 08.02.02.024.07, .08 ENDORSEMENTS M – Z Physical Education (PE) (6-12 or K-12), Physical Education/Health. 08.02.02.027.07 PUPIL PERSONNEL SERVICES CERTIFICATE School Social Worker Endorsement. 08.02.02.028 EXCEPTIONAL CHILD CERTIFICATE Generalist Endorsement (K-12),

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Generalist Endorsement (K-8), Generalist Endorsement (6-12), Early Childhood Special Education Endorsement (Pre-K-3)

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following certificates and endorsements were reviewed by committees of content experts: Early Childhood/Early Childhood Special Education Blended Certificate, Communication, Computer Science, Economics, Engineering, Health, Journalism, Physical Education, Physical Education/Health, School Social Worker, Generalist, and Early Childhood Special Education and have been amended to bring them into alignment with the proposed standards amendments that the Board is considering for adoption and incorporation by reference in IDAPA 08.02.02.004 in a separate agenda item.

All standards and endorsements were revised to better align with national standards and best practices; then they were presented to the PSC for consideration. The PSC has recommended approval of all of the committee's proposed endorsement revisions including renaming the Early Childhood/Early Childhood Special Education Blended Certificate to Blended Early Childhood Education/Early Childhood Special Education Certificate to increase clarity regarding the intent of the certificate. Additionally, the specific Birth through Grade 3 range of the endorsement is now officially being named as an endorsement in rule. The PSC is also recommending approval of the creation of a new endorsement that will provide Idaho universities the opportunity to prepare their Blended Early Childhood Education/Early Childhood Special Education Certificate candidates to teach elementary through Grade 6, to increase the number of teachers who can teach elementary special education by meeting a few additional requirements.

There are two additional Generalist Endorsements being recommended to encourage teacher preparation candidates to consider adding a special education endorsement that will allow them to specialize in either elementary or secondary grades to help address the need for more special education teachers.

The final major change is the recommendation to eliminate the Physical Education/Health endorsement, as it is redundant. The only way to obtain the endorsement is to hold both the Physical Education and Health endorsements, which makes this combined endorsement unnecessary.

08.02.02.100.03, .04 OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS Continuing Approval.

This section of rule is being amended to update the name change of the national council that accredits teacher preparation programs, as well as to clarify that all teacher preparation programs must be reviewed at least once between full program reviews. Additionally, the payment responsibility is being shifted to create more equality between Idaho public universities that are required to be nationally accredited, and those private universities that do not elect to be nationally accredited. Idaho rule requires that all Idaho approved public and private universities be

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reviewed according to the national standards. The majority of Idaho's colleges and universities pay to be reviewed and accredited by the approved national council. Those that opt not to pursue national accreditation still have to be reviewed according to the same national standards, but a state team must be formed to review the national standards. Colleges and universities that are nationally accredited bear the cost of this review, while non-accredited colleges or universities bear none of the cost of the national standards review. This rule will assess a fee that is comparable to, but still less than what the nationally accredited colleges/universities pay for each approved Idaho college or university that chooses to not seek national accreditation.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.016, 019, .022, .023, .024, .027, .028, .100. Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As a result of the extensive 2014 rewrite of IDAPA 08.02.02 regarding teacher certification, a number of issues were identified regarding the reorganization and cleanup of these sections of Idaho Administrative Code that would need to be addressed if the tiered certification proposal was not adopted. Board staff has developed proposed amendments under a separate Proposed Rule for Board consideration. Should the Board approve both rules, Board staff will work with the Department staff to incorporate the necessary changes into both administrative rules as applicable. Board staff have discussed the need to coordinate the proposed changes with the Departments certification staff.

BOARD ACTION

I move to approve the request by the Professional Standards Commission to approve the proposed rule amendments to Idaho Administrative Code IDAPA 08.02.02.016, 019, .022, .023, .024, .027, .028, .100 Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY₁

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)
(3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify:
(3-20-14)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an ~~elementary classroom (multi subject classroom, K-8)~~ Idaho public school district or charter school;
(3-29-10)(- -)

b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an ~~elementary classroom (multi subject classroom K-8)~~ Idaho public school district or charter school;
(3-20-14)(- -)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an ~~elementary classroom (multi subject classroom K-8)~~ Idaho public school district or charter school;
(3-20-14)(- -)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an ~~elementary classroom (multi subject classroom K-8)~~ Idaho public school district or charter school; and
(3-20-14)(- -)

e. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed in an ~~elementary classroom (multi subject classroom K-8)~~ Idaho public school district or charter school, including all school district and charter administrators.
(3-20-14)(- -)

02. Out-of-State Applicants - Mathematical Thinking for Instruction. (4-4-13)

a. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training).
(3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement.
(4-4-13)

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03. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-20-14)

04. Renewal Requirement - Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an ~~elementary classroom (multi subject classroom, K-8)~~ Idaho public school district or charter school; (4-4-13)(- -)

b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an ~~elementary classroom (K-8)~~ Idaho public school district or charter school; and (3-20-14)(- -)

c. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an ~~K-12 classroom~~ Idaho public school district or charter school. (3-20-14)(- -)

05. Out-of-State Applicants - Idaho Comprehensive Literacy Course. (3-20-14)

a. Out-of-state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. (3-20-14)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-20-14)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National

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English Language Learner’s Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

018. STANDARD ELEMENTARY CERTIFICATE.

A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor’s degree from an accredited college or university and who meets the following requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. Professional Education Requirements. (3-30-07)

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-16-04)

04. Area of Endorsement. All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate. (3-12-14)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. BLENDED EARLY CHILDHOOD EDUCATION/-EARLY CHILDHOOD SPECIAL EDUCATION ~~BLEND~~ED-CERTIFICATE.

An Blended Early Childhood/-Early Childhood Special Education ~~Blended~~-Certificate ~~is non-categorical and~~ makes an individual eligible to teach in any early childhood educational setting. ~~This certificate for youth from birth to grade three (3), including those who are at risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate~~ may be issued to any person with a bachelor’s baccalaureate degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)(- -)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. ~~Professional Education Requirements~~Birth through Grade 3 Endorsement. ~~The Birth through~~

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Grade 3 endorsement allows one to teach in any educational setting birth through grade 3. To be eligible for a Blended Early Childhood/Early Childhood Special Education certificate with a Birth through Grade 3 endorsement, a candidate must have satisfied the following requirements: (3-16-04)(- -)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the ~~young~~ child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)(- -)

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age 3 programs, and age 3 to age 5 programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)(- -)

03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy ~~Exam~~ Assessment. (3-16-04)(- -)

04. Proficiency. Proficiency in areas noted above is measured by one of the following options:

a. Option I: completion of the credit hour requirements provided here in demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)(- -)

b. Option II: Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (- -)

05. Pre-K through Grade 6 Endorsement.

The Pre-K through Grade 6 endorsement allows one to teach in any Pre-K through grade 6 education setting, except in a middle school setting. This endorsement may only be added to the Blended Early Childhood Education/Early Childhood Special Education Certificate in conjunction with the Birth through Grade 3 endorsement. To be eligible for a Blended Early Childhood Education/Early Childhood Special Education Certificate with an Early Pre-K through Grade 6 endorsement, a candidate must have satisfied the following requirements: (- -)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Elementary Education to include course work in each of the following areas: Methodology (literacy, math, science, physical education, art); Content knowledge (math, literacy, science, health, art); Technology; Assessment; and, Field experiences in grades 4 - 6. (- -)

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. Professional Education Requirements. (3-30-07)

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

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b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

03. Teaching Field Requirements. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)

04. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. 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. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (4-4-13)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)

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04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement). (4-4-13)

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communication; and Drama/Theater Arts. (~~3-16-04~~)(- -)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communication, and Methods of Teaching Speech/Communication. (~~3-16-04~~)(- -)

09. Computer Science (6-12). Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world. (- -)

10. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course

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work may be selected from business, economics, and/or finance course work ~~in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education.~~ (4-11-06)(- -)

03. Engineering (6-12). Twenty (20) semester credit hours of Engineering course work. (- -)

034. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)(- -)

045. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Cultural Diversity; ENL Methods; Linguistics; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience. (4-4-13)(- -)

056. Family and Consumer Sciences (6-12). (4-4-13)(- -)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel and Textiles, Cultural Dress, Fashion Merchandising, or Design; Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

067. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)(- -)

078. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)(- -)

089. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-12-14)(- -)

109. Health (6-12 or K-12). Minimum of Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, ~~and~~ Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)(- -)

101. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government.

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~~(4-11-06)~~(- -)

142. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. ~~(4-11-06)~~

123. Journalism (6-12). Follow one (1) of the following options: ~~(3-16-04)~~

a. Option I: Twenty (20) semester credit hours to include a minimum of ~~sixteen~~fourteen (16~~4~~) semester credit hours in Journalism and ~~four~~six (4~~6~~) semester credit hours in English and/or Mass Communication. ~~(3-16-04)~~(- -)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. ~~(3-16-04)~~

134. Literacy (K-12). Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. ~~(3-12-14)~~

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. Mathematics - Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)

05. Natural Science (6-12). Follow one (1) of the following options: (4-7-11)

a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

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i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)

ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Minimum of Twenty (20) semester credit hours to include course work in each of the following areas: [Personal and Teaching Competence in Sport, Movement, Physical Activity](#), and Outdoor Skills; Secondary PE Methods; [Administration and Curriculum, to include field experiences in physical education](#); Student Evaluation in PE; ~~Administration of a PE Program~~; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; ~~Sports Psychology or Sociology~~; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-4-13)(- -)

~~**08. Physical Education/Health.** Must have an endorsement in both physical education and health. (3-30-07)~~

098. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

109. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

140. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

121. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

132. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

143. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

154. Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering Design. (4-4-13)

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b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

165. World Language (6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-4-13)

025. AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).

Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)

01. Process the Application. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)

02. Approval Has Been Received. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)

03. Office of Certification. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)

026. ADMINISTRATOR CERTIFICATE.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)

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c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)

d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)

c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-30-07)

d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

e. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

03. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and

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Technology Skills for Referral Processes, and Record Keeping. (3-30-07)

e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

027. PUPIL PERSONNEL SERVICES CERTIFICATE.

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (5-8-09)

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (4-11-15)

b. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-29-12)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

d. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the

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National Association of School Psychologists (NASP). (3-29-12)

03. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)

a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (5-8-09)

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (5-8-09)

i. Health program management; (5-8-09)

ii. Child and adolescent health issues; (5-8-09)

iii. Counseling, psychology, or social work; or (5-8-09)

iv. Methods of instruction. (5-8-09)

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)

04. Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

05. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement ~~may shall~~ be accomplished through ~~possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options:~~ (3-16-04)(- -)

a. A master's degree in social work (MSW) from an ~~Idaho~~ college or university ~~approved~~ accredited by the ~~State Board of Education, or a master's degree in social work from an out of state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed.~~ Council on Social Work Education; and (3-16-04)(- -)

b. ~~A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. An institutional recommendation from an Idaho State Board of Education approved program;~~

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and

(3-16-04)(- -)

c. The successful completion of a school social work practicum in a K-12 setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting; and (- -)

d. A current and valid master's level or higher Social Work License from the Idaho Bureau of Occupational Licenses. (- -)

08. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in Speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment.

(3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. Professional Education Requirements. At least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in a special education setting. (- -)

023. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one(1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in an elementary and secondary special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)(- -)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

04. Generalist Endorsement (K-8). The Generalist K-8 endorsement is non-categorical and allows one to teach grades K-8 in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary special education setting. This endorsement can be added to an Elementary Certificate or an Exceptional Child Certificate. To be eligible for an Exceptional Child Certificate with a Generalist K-8 endorsement, a candidate must have satisfied the following requirements: (- -)

a. Completion of a baccalaureate degree from an accredited college or university. (- -)

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b. Completion, in an Idaho college or university, of a program in elementary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, or special education currently approved by the state educational agency of the state in which the program was completed. (- -)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (- -)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (- -)

05. **Generalist Endorsement (6-12).** The Generalist 6-12 endorsement is non-categorical and allows one to teach grades 6-12 in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in a secondary special education setting. This endorsement can be added to a Secondary Certificate or an Exceptional Child Certificate. To be eligible for an Exceptional Child Certificate with a Generalist K-8 endorsement, a candidate must have satisfied the following requirements: (- -)

a. Completion of a baccalaureate degree from an accredited college or university. (- -)

b. Completion, in an Idaho college or university, of a program in elementary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (- -)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (- -)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (- -)

~~036.~~ **Early Childhood Special Education Endorsement (Pre-K-3).** The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement ~~or the Generalist K-8 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal.~~ To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: ~~(4-7-11)~~(- -)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding ~~young~~ children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical ~~young~~ children ages three to eight (3-8) Parent-teacher relations; and, ~~Field work to include an internship and student teaching at the Pre-K - 3 grades.~~ ~~(4-7-11)~~(- -)

04. **Deaf/Hard of Hearing Endorsement (K-12).** Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (4-11-15)

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- a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)
- c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)
- d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-15)

05. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

- a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)
- b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)
- c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)
- d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-15)

029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.

Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)

01. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)

- a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (4-4-13)
 - i. Assessment of learning behaviors; (4-4-13)

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- ii. Individualization of instructional programs based on educational diagnosis; (4-4-13)
- iii. Behavioral and/or classroom management techniques; (4-4-13)
- iv. Program implementation and supervision; (4-4-13)
- v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)
- vi. Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)
- vii. Counseling skills and guidance of professional staff. (4-4-13)
- b.** Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)
- c.** Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)
 - i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)
 - ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)
 - (1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)
 - (2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)
 - (3) Promoting Professional Learning for Continuous Improvement; (4-4-13)
 - (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)
 - (5) Using Assessments and Data for School and District Improvement; (4-4-13)
 - (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)
 - (7) Advocating for Student Learning and the Profession. (4-4-13)
- d.** Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

02. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)

- a.** Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (4-4-13)

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- i. Structural Components of Mathematics; (4-4-13)
- ii. Modeling, Justification, Proof and Generalization; (4-4-13)
- iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)
- b. Experience. Completion of a minimum of three (3) years' teaching experience. (3-29-10)
- c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)
 - i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)
 - ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)
 - (1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)
 - (2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)
 - (3) Promoting Professional Learning for Continuous Improvement; (4-4-13)
 - (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)
 - (5) Using Assessments and Data for School and District Improvement; (4-4-13)
 - (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)
 - (7) Advocating for Student Learning and the Profession. (4-4-13)
- d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

030. (RESERVED)

031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.

01. List of Names. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4-11-06)

02. Notarized Copy. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)

03. Authorization Letter. Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)

032. POSTSECONDARY SPECIALIST.

A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)

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01. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-26-08)

02. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)

03. Qualifications. The candidate must: (3-26-08)

a. Hold a masters degree or higher in the content area being taught; (3-26-08)

b. Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)

c. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)

033. ONLINE TEACHER ENDORSEMENT (PRE-K-12).

01. Online-Teacher Endorsement. To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4-7-11)

a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)

c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (4-7-11)

02. Proficiency in Idaho Standards for Online Teachers. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)

a. Knowledge of Online Education and Human Development; (4-7-11)

b. Facilitate and Inspire Student Learning and Creativity; (4-7-11)

c. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (4-7-11)

d. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)

e. Engage in Professional Growth and Leadership. (4-7-11)

034. CERTIFICATION STANDARDS FOR PROFESSIONAL-TECHNICAL EDUCATORS.

Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification

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fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education. (3-16-04)

035. DEGREE BASED PROFESSIONAL-TECHNICAL CERTIFICATION.

01. Teacher Preparation Through Degreed Program. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)

02. Professional-Technical Administrator Certificate. The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education. (3-16-04)

a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)

b. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)

c. Hold a masters degree; and, (3-16-04)

d. Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-16-04)

e. To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-16-04)

03. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)

04. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-16-04)

036. INDUSTRY BASED PROFESSIONAL-TECHNICAL CERTIFICATION.

Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to 9-12 students. (3-16-04)

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01. General Requirements. Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

a. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (3-16-04)

b. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

c. Meet one (1) of the following: (3-16-04)

i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

02. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)

a. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)

b. Complete a new-teacher induction workshop at the state or district level. (3-16-04)

c. File a Professional Development Plan with the State Division of Professional-Technical Education. (3-16-04)

d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)

03. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and

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file of a Professional Development Plan for the next certification period. (3-16-04)

04. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)

a. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)

b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)

c. File a new Professional Development Plan for the next certification period. (3-16-04)

d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)

037. -- 041. (RESERVED)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. (4-4-13)

043. ALTERNATIVE AUTHORIZATION -- TEACHER TO NEW CERTIFICATION.

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable. (5-8-09)

01. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (5-8-09)

02. Alternative Route Preparation Program. (3-20-04)

a. Option I - Teacher to New Certification/Endorsement. (5-8-09)

i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (3-20-04)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)

b. Option II - National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)

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c. Option III - Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)

d. Option IV - Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. (5-8-09)

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (5-8-09)

044. ALTERNATIVE AUTHORIZATION -- CONTENT SPECIALIST.

The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable. (3-20-04)

01. Initial Qualifications. (3-20-04)

a. Prior to application, a candidate must hold a Bachelor's degree or have completed all of the requirements of a Bachelor's degree except the student teaching or practicum portion. (4-4-13)

b. The candidate shall meet enrollment qualifications of the alternative route preparation program. (3-20-04)

02. Alternative Route Preparation Program -- College/University Preparation. (3-20-04)

a. A consortium comprised of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month until certified. (3-20-04)

b. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy. (3-20-04)

c. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)

d. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

e. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

045. NON-TRADITIONAL ROUTE TO TEACHER CERTIFICATION.

An individual may acquire interim certification as found in Section 015 of these rules through an approved non-traditional route certification program. (3-20-14)

01. Approval of the Program. The State Board of Education must approve any non-traditional route to teacher certification. The program must include, at a minimum, the following components: (3-20-14)

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- a. Preassessment of teaching and content knowledge; (4-6-05)
 - b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)
 - c. Exams of pedagogy and content knowledge. (4-6-05)
- 02. Eligibility.** Individuals who possess a bachelor's degree or higher from an institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)
- 03. Requirements for Completion.** To complete this non-traditional route, the individual must: (3-20-14)
- a. Complete a Board approved program; (4-6-05)
 - b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)
 - c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)
- 04. Interim Certificate.** Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year a teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. (3-20-14)
- 05. Interim Certificate Not Renewable.** Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (4-6-05)
- 06. Types of Certificates and Endorsements.** The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)
- 046. (RESERVED)**
- 047. ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES.**
The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are already defined in Subsections 027.04 and 027.08 respectively, of these rules. (4-11-15)
- 01. Term of Validity.** Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)
- 02. Initial Qualifications.** The applicant must complete the following: (4-2-08)
- a. Prior to application, a candidate must hold a Masters degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)
 - b. The employing school district must provide supportive information attesting to the ability of the

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candidate to fill the position. (4-2-08)

03. Alternative Route Preparation Program. (4-2-08)

a. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. (4-2-08)

b. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

c. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

d. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

048. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

01. Application for Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

02. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

d. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)

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g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (5-8-09)

03. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

061. -- 065. (RESERVED)

066. FEES.

The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75) (3-16-04)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars (\$100) (3-16-04)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars (\$25) (3-16-04)

05. To Replace an Existing Certificate. Ten dollars (\$10). (3-16-04)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND CRIMINAL HISTORY CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).

All certificated and noncertificated employees and other individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a criminal history check. (4-9-09)

01. Definitions. (4-9-09)

a. Applicant. An individual applying for Idaho Certification or a certificated or non-certificated individual applying for employment. (4-9-09)

b. Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

c. Candidate. An individual attending a postsecondary program. (4-9-09)

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- d.** Certificated Employee. An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA. (4-9-09)
- e.** Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (4-9-09)
- f.** Conviction. The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. (4-9-09)
- g.** Criminal History Check (CHC). A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (4-9-09)
- h.** Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (4-9-09)
- i.** Irregular Contact. Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students. (4-9-09)
- j.** Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously. (4-9-09)
- k.** Non-Certificated Employee. An individual employed in a non-certificated position. (4-9-09)
- l.** Open Date. The date a fingerprint card or scan is entered into the database as an electronic file. (4-9-09)
- m.** Rejected Fingerprint Cards. A fingerprint card that has been returned by the BCI, FBI or SDE for poor quality prints, lack of signature, card being older than six (6) months, or other incomplete information. (4-9-09)
- n.** Scan. The process of capturing an individual's fingerprints by an electronic process. (4-9-09)
- o.** Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of a school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This excludes extra-curricular trips of one-day length starting during the school day. (4-9-09)
- 02.** **Fee.** The SDE shall charge a forty dollars (\$40) fee for undergoing a criminal history check. (4-9-09)
- 03.** **Rejected Fingerprint Cards or Scans.** (4-9-09)
- a.** When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)
- b.** The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractors, postsecondary program, or individual. (4-9-09)
- c.** A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (20) calendar days. (4-9-09)
- d.** If the new fingerprint card and rejected fingerprint card are returned after the twenty (20) calendar day time period a forty dollar (\$40) fee is required to be paid. (4-9-09)

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04. Secured CHC Website. The SDE will maintain a CHC website listing the CHC results. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate. (4-9-09)

a. Upon a signed agreement the SDE will issue a password to access the CHC website. (4-9-09)

b. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (4-9-09)

05. Fingerprinting & Criminal History Checks. (4-9-09)

a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (4-9-09)

b. The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)

c. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (4-9-09)

06. Non-Certificated Employees. Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (4-9-09)

07. Substitute Teachers. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a criminal history check. The SDE shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a criminal history check every five (5) years in accordance with Section 33-512, Idaho Code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions. (4-9-09)

08. Break In Service. (4-9-09)

a. When an employee returns to any LEA after a break in service a new criminal history check must be completed. (4-9-09)

b. When an employee changes employment between LEAs a new CHC must be completed regardless of the most recent CHC. (4-9-09)

09. Postsecondary. (4-9-09)

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for student teaching, internships or practicum. (4-9-09)

b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (4-9-09)

c. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved. (4-9-09)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn

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and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)

d. Committing any act of harassment as defined by district policy; (4-11-06)

e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)

f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)

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- g.** Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)
- h.** Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)
- i.** Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)
- j.** Conduct that is detrimental to the health or welfare of students; and (3-20-14)
- k.** Deliberately falsifying information presented to students. (3-20-14)
- 04. Principle III - Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

 - a.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
 - b.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
 - c.** Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
 - d.** Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)
 - e.** Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)
- 05. Principle IV - Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

 - a.** Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
 - b.** Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
 - c.** Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)
 - d.** Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)
 - e.** Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)
 - f.** Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)
 - g.** Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)

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h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, parents, or patrons; (3-20-14)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school property for private financial gain; (3-20-14)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

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a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)

e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking or possessing images (digital, photographic or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

03. Certificate. A document issued by the Department of Education under the authority of the State

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Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)

04. Certificate Denial. The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)

05. Certificate Suspension. A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)

06. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)

07. Conditional Certificate. Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

08. Contract. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)

09. Conviction. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)

10. Educator. A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)

11. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

12. Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (3-20-14)

13. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

14. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

15. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education. (3-20-14)

16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)

17. Not-Sufficient Grounds. A determination by the Executive Committee that there is not-sufficient evidence to take action against an educator's certificate. (3-20-14)

18. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

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19. Reprimand. A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

22. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

078. -- 089. (RESERVED)

090. INTERSTATE CERTIFICATION COMPACT.

Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact-member state and to teachers entering another compact-member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)

091. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the Council for the Accreditation of Educator Preparation (CAEP) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-12-14)

02. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

03. Continuing Approval. (3-29-12)

a. The state of Idaho will follow the ~~National~~ Council for Accreditation of ~~Teacher Education~~ ~~Educator Preparation~~ (~~NCATE~~CAEP) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (~~3-29-12~~)(- -)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements ~~in the interim, not to exceed every third year following the~~ at least once between full program reviews. (~~3-29-12~~)(- -)

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04. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all ~~in-state~~ expenses for state team on-site teacher preparation reviews from its budget. (4-6-05)(- -)

b. Requesting institutions pay for all ~~out-of-state~~ expenses related to on-site teacher preparation program reviews pertaining to CAEP accreditation. Institutions not seeking CAEP accreditation shall cover the costs associated with CAEP standards reviews. (4-6-05)(- -)

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SUBJECT

Temporary & Proposed Rule - IDAPA 08.02.02.111, Rules Governing Uniformity
- Bullying

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1631, Idaho Code

BACKGROUND/DISCUSSION

House Bill 246 (2015) requires school districts and public charter schools to implement measures intended to prevent, identify and respond to bullying, harassment and intimidation. The requirements include the provision of ongoing professional development for all school staff members on bullying, harassment and intimidation; and the State Board of Education is tasked with determining the content of the professional development through rulemaking. Additionally, the State Board of Education is charged with setting forth guidelines in rule for the graduated series of consequences for students who commit acts of bullying, intimidation and harassment.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.111, Bullying, Harassment and Intimidation
Prevention and Response (new section)

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1630 [33-1631], Idaho code requires school districts and charter schools to “undertake reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students, including an affirmation that school personnel are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation or bullying.” And provide ongoing professional development to all staff members to prevent, identify and respond to harassment, intimidation and bullying.”

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary

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rules as it brings the state in compliance with HB 246 (2015) and Section 33-1630, Idaho code.

BOARD ACTION

I move to approve the Temporary and Proposed Rule IDAPA 08.02.02.111, Rules Governing Uniformity - Bullying, Harassment and Intimidation Prevention and Response as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

111. BULLYING, HARASSMENT & INTIMIDATION PREVENTION AND RESPONSE.

01. The content of ongoing professional development for school district staff related to bullying, harassment and intimidation shall include school district policies on: ()

- a. School climate and student behavior expectations; ()
- b. Definitions of bullying, harassment and intimidation with specific examples; ()
- c. Prevention strategies or programs including the identification of materials to be distributed annually to students and parents; ()
- d. Expectations and examples of staff intervention to bullying, harassment and intimidation; and ()
- e. Process for responding to bullying, harassment and/or intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement. ()

02. School faculty and student handbooks must include information outlining at a minimum the school districts policies in referenced in subsection 111.01 of these rules. ()

03. The graduated consequences for a student who commits acts of bullying, harassment or intimidation shall include a series of measures proportional to the act(s) committed. These measures may include, but are not limited to: ()

- a. Meeting with the school counselor; ()
- b. Meeting with the school principal and parents; ()
- c. Detention, suspension or special programs; or ()
- d. Expulsion. ()

04. Students are afforded protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 as amended (Section 504), as such districts shall comply with the procedural safeguards enumerated in IDAPA 08.02.03.109.05 when

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disciplining students with individualized education plans or Section 504 plans for committing acts of bullying, harassment or intimidation. ()

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SUBJECT

Proposed Rule - IDAPA 08.02.02.120 and 121, Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-513, 33-514 and 33-515, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.120 and 121, Rules Governing
Uniformity – Local Evaluation

BACKGROUND/DISCUSSION

Currently Idaho Administrative Code, IDAPA 08.02.02.120 and IDAPA 08.02.02.121 requires individuals with the responsibility of evaluating teacher and pupil personnel certificate holders to show proof of proficiency in conducting observations and evaluating effective teacher performance prior to September 1, 2018. HB296 states “the state board of education shall set forth criteria for renewal of administrator certificates, which shall include a requirement that administrator certificate holders must complete a course consisting of a minimum of three (3) semester credits in the statewide framework for teachers evaluations, such course shall include a laboratory component.” To address this new requirement Board staff will be bringing forward language in the Administrator Certificate section of administrative rule making the language requiring administrators to show proof of proficiency redundant.

Additional changes to IDAPA 08.02.02.120 include clarification that this section applies to certificated teachers and pupil personnel service certificate holders and does not include individuals holding an administrator certificate. The language “certificated personnel” could cover everyone holding an Idaho Educator Credential which includes administrators. Personnel holding an administrator certificate includes superintendents, principals and special education directors. Principal and special education directors evaluations are covered in subsection 121.

Administrative Code IDAPA 08.02.02.120 currently requires school districts to submit teacher and principal evaluation plans to the Idaho State Department of Education for approval. Section 33-1004B, Idaho Code states “a review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation. The State Department of Education shall randomly select a sample of administrators throughout the state. A portion of such administrators’ instructional staff employee evaluations shall be independently reviewed.” The Department believes the requirement for the Department to approve district teacher and principal evaluation plans is not needed because of the statutory requirement.

ATTACHMENTS

Attachment 1 - IDAPA 08.02.02.120 and 08.02.02.121,
Rules Governing Uniformity, District Evaluations

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STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.120 was originally amended in 2010 to require the school districts to adopt policies for teacher performance evaluation in which the evaluation aligned to Charlotte Danielson’s Framework for Teacher (second edition)(“Framework”) domains and components of instruction. In 2013 most districts had not complied with this requirement. At that time, the Department asked the Board to add language requiring approval of the plans by July 1, 2014 to provide additional authority for the Department to assure compliance. In a review conducted by the Department in December 2014, many school districts still had not adopted evaluations in alignment with the Framework as required. The Department anticipates they will have an updated list of school districts with approved plans prepared in October. The review language in Section 33-1004B, Idaho Code requires “A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation.” This is a very different type of review than the approval of an evaluation policy to assure alignment with the statewide Framework.

BOARD ACTION

I move to approve the proposed rule change to IDAPA 08.02.02.120 and 121, Rules Governing Uniformity, Local District Evaluation Policy as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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120. LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees ~~must~~will develop and adopt policies for teacher and pupil personnel certificate holders ~~teacher~~ performance evaluation using multiple measures in which criteria and procedures for the evaluation of teacher and pupil personnel certificate holders ~~certificated personnel~~ are research based and aligned to Charlotte Danielson Framework for Teaching, Second Edition domains and components of instruction. The process of developing criteria and procedures for teacher and pupil personnel certificate holders ~~certificated personnel evaluation~~ ~~must~~will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy ~~must~~will be a matter of public record and communicated to the teacher and pupil personnel certificate holders ~~certificated personnel~~ for whom it is written. (3-20-14)

01. Standards. Each district evaluation model ~~must~~shall be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include:

- (3-29-10)
- a. Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Outcomes; (3-20-14)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b. Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c. Domain 3 - Instruction and Use of Assessment: (3-29-10)

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- i. Communicating with Students; (3-29-12)
- ii. Using Questioning and Discussion Techniques; (3-29-10)
- iii. Engaging Students in Learning; (3-29-10)
- iv. Using Assessment in Instruction; and (3-29-12)
- v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d. Domain 4 - Professional Responsibilities:** (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Professional Practice. ~~For evaluations conducted on or after July 1, 2013, all~~ All teacher and pupil personnel certificate holders ~~certificated instructional employees~~ must receive an evaluation in which ~~at least~~ sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation ~~must shall~~ include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where teacher and pupil personnel certificate holders ~~certificated personnel~~ are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late-year hire, etc., one (1) documented classroom observation is acceptable. District evaluation models ~~must shall~~ also include at least one (1) of the following as a measure to inform the Professional Practice portion of all teacher and pupil personnel certificate holders ~~certificated instructional employee~~ evaluations: (4-11-15)

- a. Parent/guardian input; (3-20-14)
- b. Student input; and/or (3-20-14)
- c. Portfolios. (3-20-14)

03. Student Achievement. ~~For evaluations conducted on or after July 1, 2013, all~~ All teacher and pupil personnel certificate holders ~~certificated instructional employees~~, principals and

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superintendents must receive an evaluation in which ~~at least~~ thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. ~~For evaluations conducted on or after July 1, 2014, growth~~ Growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Participants. Each district evaluation policy ~~must~~ will include provisions for evaluating all ~~teacher and pupil personnel certificate holders~~ ~~certificated employees~~ identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations ~~should~~ shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating ~~teacher and pupil personnel certificate holders~~ ~~certificated employees~~ should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. Evaluation Policy - Content. Local school district policies ~~must~~ will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which ~~teacher and pupil personnel certificate holders~~ ~~certificated personnel~~ ~~are~~ will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating ~~teacher and pupil personnel certificate holders~~ ~~certificated instructional staff and pupil personnel~~ performance. ~~The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement.~~ (3-20-14)

d. Sources of data -- description of the sources of data used in conducting ~~teacher and pupil personnel certificate holders~~ ~~certificated personnel~~ evaluations. ~~For certificated instructional staff, a~~ A minimum of two (2) documented classroom observations ~~must~~ shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where ~~teacher and pupil personnel certificate holders~~ ~~certificated personnel~~ are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. Parent/guardian input, student input and/or portfolios ~~must~~ shall be considered as sources of data to support professional practice. (4-11-15)

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- e. Procedure -- description of the procedure used in the conduct of teacher and pupil personnel certificate holders ~~certificated personnel~~ evaluations. (4-1-97)
- f. Communication of results -- the method by which teacher and pupil personnel certificate holders ~~certificated personnel~~ are informed of the results of evaluation. (4-1-97)
- g. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)
- h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of a teacher and pupil personnel certificate holder ~~certificated personnel~~ evaluations. (4-1-97)
- i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)
- j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's teacher and pupil personnel certificate holders ~~personnel~~ evaluation system. (4-1-97)
- k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teacher and pupil personnel certificate holders ~~teachers~~ on the district's evaluation standards, tool and process. (3-29-10)
- l. Funding -- a plan for funding ongoing training and professional development for evaluators/administrators in evaluation. (3-29-10)
- m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that must ~~will~~ be used to inform professional development for teacher and pupil personnel certificate holders. ~~Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings.~~ (3-20-14)
- n. Individualizing teacher and pupil personnel certificate holders ~~teacher~~ evaluation rating system -- a description of the method used to combine the Professional Practice (67% of the evaluation) and Student Achievement (33% of the evaluation) to be a plan for how evaluations will be used to identify level of performance proficiency and record growth over time. ~~No later than July 1, 2013, districts~~ Districts must ~~shall have~~ established an individualized teacher and pupil personnel certificate holders ~~teacher~~ evaluation rating system with a minimum of three (3) rankings ratings used to differentiate performance of teachers and pupil personnel certificate holders including: (3-20-14)

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- i. Unsatisfactory being equal to “1”; (3-20-14)
- ii. Basic being equal to “2”; and (3-20-14)
- iii. Proficient being equal to “3”. (3-20-14)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher and pupil personnel certificate holders ~~teacher~~ evaluation plan. (3-20-14)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy ~~must~~ shall include a provision for evaluating all teacher and pupil personnel certificate holders ~~certificated personnel~~ on a fair and consistent basis. All teacher and pupil personnel certificate holders must be evaluated at least once annually no later than May 1 of each year. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each teacher and pupil personnel certificate holders ~~certificated personnel~~ evaluation ~~must~~ will be maintained in the employee’s personnel file. All evaluation records ~~must~~ will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts ~~must~~ shall report the ~~rankings~~ ratings of individual teacher and pupil personnel certificate holders ~~certificated personnel~~ evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education ~~must~~ shall ensure that the privacy of all teacher and pupil personnel certificate holders ~~certificated personnel~~ is protected by not releasing statistical data of evaluation ~~rankings~~ ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees ~~must~~ will develop and adopt policies for teacher and pupil personnel certificate holders ~~certificated~~ performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. ~~By July 1, 2014,~~ An evaluation plan which incorporates all of the above elements ~~must~~ shall be submitted to the State Department of Education ~~for approval. Once approved, subsequent~~ Subsequent changes made in the evaluation system ~~must~~ shall be resubmitted ~~for approval~~ to the State Department of Education. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL.

~~For principal evaluations conducted on or after July 1, 2014, each~~ Each school district board of trustees ~~must~~ will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively ~~certificated~~ personnel serving as school principal (principal, vice-principal, assistant principal, charter administrators) are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. ~~Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department.~~ The process of developing criteria and procedures for principal evaluation ~~must~~ will allow

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opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy ~~must~~will be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal evaluation model ~~must~~shall be aligned to state minimum standards that are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards, ~~and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components:~~The domains and components include: (4-11-15)

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-20-14)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-20-14)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-20-14)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (3-20-14)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-20-14)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

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(3-20-14)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-20-14)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-20-14)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-20-14)

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-20-14)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-20-14)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-20-14)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-20-14)

iv. Continuous Improvement of Instruction - Principal ~~continuously receives~~ ~~has training proof of proficiency~~ in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-20-14)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-20-14)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-20-14)

02. Professional Practice. ~~For evaluations conducted on or after July 1, 2014, all~~ ~~All~~ principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. ~~District evaluation models must also include at least one (1) of the following~~ ~~As as~~ a measure to inform the Professional Practice portion of all principal evaluations; ~~district evaluation models shall also include at least one (1) of the following:~~ (3-20-14)

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- a. Parent/guardian input; (3-20-14)
- b. Teacher input; (3-20-14)
- c. Student input; and/or (3-20-14)
- d. Portfolios. (3-20-14)

03. Student Achievement. ~~For evaluations conducted on or after July 1, 2013, all~~ All teacher and pupil personnel certificate holders ~~certificated instructional employees~~, principals and superintendents must receive an evaluation in which ~~at least~~ thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. ~~For evaluations conducted on or after July 1, 2014, growth~~ Growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Evaluation Policy - Content. ~~For evaluations conducted on or after July 1, 2014,~~ local Local school district policies ~~must~~ will include, at a minimum, the following information:
(3-20-14)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual ~~instructional~~ leadership improvement, personnel decisions.
(3-20-14)

b. Evaluation criteria -- statements of the general criteria upon which principals ~~are~~ be evaluated.
(3-20-14)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. ~~The individuals assigned this responsibility shall have received training in evaluation.~~
(3-20-14)

d. Sources of data -- description of the sources of data used in conducting principal evaluations. ~~Parent/guardian input, teacher input, student input and/or portfolios must be considered as sources of data to support professional practice. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data.~~
(3-20-14)

e. Procedure -- description of the procedure used in the conduct of principal evaluations.
(3-20-14)

f. Communication of results -- the method by which principals are informed of the results of evaluation.
(3-20-14)

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g. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluation. (3-20-14)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (3-20-14)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's principal evaluation system. (3-20-14)

k. Professional development and training -- a plan for ongoing training for evaluators and principals on the ~~and professional learning based upon the~~ district's evaluation standards, tool -and process. (3-20-14)

l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals (3-20-14)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that should~~will~~ be used to inform professional development for principals. (3-20-14)

n. Individualizing principal evaluation rating system -- a description of the method used to combine Professional Practice (67% of the evaluation) and Student Achievement (33% of the evaluation) to ~~plan for how evaluations will~~ be used to identify level of performance proficiency and record growth over time. ~~No later than July 1, 2014, districts~~ District must ~~shall~~ have established an individualized principal evaluation rating system with a minimum of three (3) rankings-ratings used to differentiate performance of principals including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

o. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-20-14)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy must ~~should~~ include a provision for evaluating all principals on a fair and consistent basis. All principals must ~~shall~~ be evaluated at least once annually no later than May 1 of each year. (3-20-14)

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06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation ~~must will~~ be maintained in the employee's personnel file. All evaluation records ~~must will~~ be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts ~~must shall~~ report the ~~rankings ratings~~ of individual ~~certificated personnel~~ principal evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education ~~must shall~~ ensure that the privacy of all ~~certificated personnel principals~~ are is protected by not releasing statistical data of evaluation ~~rankings ratings~~ in local school districts with fewer than five (5) ~~principals teachers~~ and by only reporting that information in the aggregate by local school district. (3-20-14)

07. Evaluation System Approval. Each school district board of trustees ~~must will~~ develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. ~~By July 1, 2014, an~~ An evaluation plan which incorporates all of the above elements ~~must shall~~ be submitted to the State Department of Education ~~for approval. Once approved, subsequent~~ Subsequent changes made in the evaluation system ~~must shall~~ be resubmitted ~~for approval to the State Department of Education.~~ (3-20-14)

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SUBJECT

Proposed rule – IDAPA 08.02.03. Rules Governing Thoroughness, Incorporation by Reference/Amended Content Standards – Humanities and Science

REFERENCE

April 2009 Board approved updated Idaho Content Standards for Humanities and Science.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1612, Idaho
Idaho Administrative Code, IDAPA.08.02.03 - Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Idaho standards are reviewed every six years by discipline. The Humanities Standards were last reviewed in 2008 and revisions were adopted by the Board in April 2009. Groups of stakeholders from across the state including classroom teachers, university professors, arts and humanities community members, and administrators from Idaho school districts were brought together to conduct the reviews. The group broke into seven committees representing the following disciplines: dance, media arts, music, theatre, visual arts, interdisciplinary humanities, and world languages.

The fine arts committee expanded to include media arts during the review. Previous versions of the Content Standards for Humanities did not include media arts. These standards will be adopted and incorporated by reference into the Administrative Rule. All other disciplines have had standards in place since 2001. Each of the Humanities review committees produced standards in two formats: chart and outline, to best serve classroom educators. Each committee group also produced a white paper that outlines the place of each discipline in the overall curriculum and states major changes from the 2009 version of the Idaho Content Standards in the Humanities disciplines. A total of 48 people on the Executive Committee met in Boise twice for two days to create the new documents and make final recommendations for the Board's consideration.

In addition to the review of the Humanities content standards, a group of Idaho Science Educators were brought together in March and May of 2015 to review the current K-12 Idaho Content Standards for Science. Like the Idaho Content Standards for Humanities, the standards for science were last updated and adopted by the Board in April of 2009.

The Science Committee's reviews and revisions allow Idaho schools to select best-suited science standards as per local control. A cross-walk evaluation was conducted by the Idaho Science Standards Committee to determine the links between the current Idaho Standards and the National Research Council's Framework for K-12 Science Education. The committee determined the old standards lacked depth, rigor, inquiry, problem solving, and hands-on laboratory

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experiences. Revisions to the standards are required to correspond to a changing set of requirements for science literacy.

IMPACT

The revised Humanities Content standards will allow teachers to utilize best practice in the arts, interdisciplinary humanities, and world language and incorporate not only skills but also essential understandings, essential questions, glossaries, and multiple formats for classroom use. The addition of media arts as a discipline in the fine arts will provide specific skill sets for schools to incorporate new technologies in the arts and reach a larger population of students with interests in media. The new world language standards will allow school districts to follow accepted norms in the areas of proficiencies of various levels of language practice, as these standards are not measured by a specific year, but through proficiencies students can themselves measure. The newly rewritten interdisciplinary standards provide a clearer pathway for educators to devise courses based on their own skills in the arts and humanities.

The revised Science Content standards will increase the rigor and depth of sciences courses for Idaho students and better prepare Idaho's students for the workforce and postsecondary education.

ATTACHMENTS

Attachment 1 – Proposed rule changes	Page 5
Attachment 2 – Humanities Content Standards in chart format	Page 11
Attachment 3 – Humanities Content Standards in outline format	Page 89
Attachment 6 – Humanities Executive Committee Members	Page 275
Attachment 4 – Glossaries for five fine arts disciplines	Page 279
Attachment 5 – White papers for all disciplines	Page 313
Attachment 7 – Science Content Standards	Page 327

STAFF COMMENTS AND RECOMMENDATIONS

The Board's Indian Education Committee provided recommendations to the Department of Education on additional amendments they would like considered as part of the review for the Humanities Content Standards. The review committee did not receive these recommendations until after they had completed the review and recommendations process and they were not considered as part of the amendments the Board is considering at this time.

Through a collaborative, state-led process new K–12 science standards have been developed that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally-benchmarked science education. These standards are referred to as the Next Generation Science Standards (NGSS) nationally and are also based on the *Framework for K–12 Science Education* developed by the National Research Council. In addition to an increase in rigor these standards were developed to prepare students for success in the workplace as well as postsecondary education.

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Additional information about the NGSS may be found at <http://www.nextgenscience.org>. The National Research Council developed the Framework in partnership with the American Association for the Advancement of Science, and the National Science Teachers Association and are considered best practice in science education.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a pending rule. Based on received comments and Board direction, changes may be made to proposed rules as well as the documents being incorporated by reference into the rule prior to entering the pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules become effective at the end of the legislative session in which they are submitted. When documents are incorporated by reference into Administrative Rule they have the same force and effect as the regulations outlined directly within the Administrative Rule and may only be amended with Board approval through the rule making process.

BOARD ACTION

I move to approve the amended Idaho Content Standards for Humanities as submitted in Attachment 2 and 3.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

AND

I move to approve the amended Idaho Content Standards for Science as submitted in Attachment 7.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

AND

I move to approve the Proposed rule amendments to IDAPA 08.02.03, Rules Governing Thoroughness as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

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IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(4-5-00)

001. TITLE AND SCOPE.

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.
(3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”
(4-5-00)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

- a.** Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- b.** Health, as revised and adopted on April 17, 2009. (3-29-10)
- c.** Humanities Categories: (3-29-10)
 - i.** Visual Arts, as revised and adopted on ~~April 17, 2009~~ August 13, 2015; ~~(3-29-10)~~ ()
 - ii.** Dance, as revised and adopted on April 17, 2009; (3-29-10)
 - iii.** ~~Drama Theatre~~, as revised and adopted on ~~April 17, 2009~~ August 13, 2015; ~~(3-29-10)~~ ()
 - iv.** Interdisciplinary Humanities, as revised and adopted on ~~April 17, 2009~~ August 13, 2015; ~~(3-29-10)~~ ()

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- v. Music, as revised and adopted on April 17, 2009; (3-29-10)
- vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)
- vii. Media Arts, as adopted on August 13, 2015 ()
- d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)
- e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)
- g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
- h. Science, as revised and adopted on ~~April 17, 2009~~ August 13, 2015; (3-29-10) ()
- i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)
- j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

008. DEFINITIONS H - S.

01. ~~Interdisciplinary or~~ Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma.(4-11-06)

03. Interdisciplinary Study. An approach to learning in two or more disciplines that enables students to identify and apply authentic connections and integrate essential concepts that transcend individual disciplines.

0304. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

0405. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

0506. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

0607. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

0708. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

0809. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established

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performance criteria. (4-5-00)

0910. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

1011. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

1112. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

1213. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

1314. Professional Development. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which: (4-4-13)

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Common Core standards. (4-4-13)

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. (4-4-13)

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. (4-4-13)

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. (4-4-13)

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. (4-4-13)

[1415. Project based learning. A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project.](#)

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

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a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-20-14)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

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03. High Schools. (4-11-15)

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Professional Technical Education. (4-11-15)

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a. (4-11-15)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

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ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. **Arts and Humanities.** Two (2) credits are required. **Arts and Humanities** courses include instruction in visual arts, music, theatre, dance, media arts, or world language aligned to the Idaho content standards for those subjects. ~~Other courses such as literature, history, philosophy, architecture, or comparative world religions~~ A course in Interdisciplinary Humanities may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

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DANCE												
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Essential Question(s): Where do choreographers get ideas for dances?											Creating
	Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3	4th DA:Cr1.1.4	5th DA:Cr1.1.5	6th DA:Cr1.1.6	7th DA:Cr1.1.7	8th DA:Cr1.1.8	HS Proficient DA:Cr1.1.I	HS Accomplished DA:Cr1.1.II	
Explore	a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.	a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.	a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression .	a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression .	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study . Analyze the process and the relationship between the stimuli and the movement.	a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement .	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent .
	b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance .	b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance .	b. Combine a variety of movements while manipulating the elements of dance .	b. Explore a given movement problem . Select and demonstrate a solution.	b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Explore various movement vocabularies to transfer ideas into choreography.	b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology .	b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.	b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.	b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent . Compare personal choices to those made by well-known choreographers.	b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

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Creating		Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question(s): What influences choice-making in creating choreography?											Creating	
		Kindergarten DA:Cr2.1.K	1st DA:Cr2.1.1	2nd DA:Cr2.1.2	3rd DA:Cr2.1.3	4th DA:Cr2.1.4	5th DA:Cr2.1.5	6th DA:Cr2.1.6	7th DA:Cr2.1.7	8th DA:Cr2.1.8	HS Proficient DA:Cr2.1.I	HS Accomplished DA:Cr2.1.II	HS Advanced DA:Cr2.1.III	
Plan		a. Improvise dance that has a beginning, middle, and end.	a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).	a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.	a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.	a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent . Explain the goal or purpose of the dance.	a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent . Articulate reasons for movement and structural choices.	a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent . Articulate the group process for making movement and structural choices.	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent . Explain how the dance structures clarify the artistic intent .	a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent .	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent .	Plan
		b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	b. Choose movements that express an idea or emotion, or follow a musical phrase.	b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.	b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.	b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.	b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement .	b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement .	b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.	

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Creating		Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?											Creating		
		Kindergarten DA:Cr3.1.K	1st DA:Cr3.1.1	2nd DA:Cr3.1.2	3rd DA:Cr3.1.3	4th DA:Cr3.1.4	5th DA:Cr3.1.5	6th DA:Cr3.1.6	7th DA:Cr3.1.7	8th DA:Cr3.1.8	HS Proficient DA:Cr3.1.I	HS Accomplished DA:Cr3.1.II	HS Advanced DA:Cr3.1.III		
Revise		a. Apply suggestions for changing movement through guided improvisational experiences.	a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	a. Revise movement choices in response to feedback to improve a short dance study . Describe the differences the changes made in the movements.	a. Revise movement based on peer feedback and selfreflection to improve communication of artistic intent in a short dance study . Explain choices made in the process.	a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent . Explain the movement choices and refinements.	a. Revise dance compositions using collaboratively developed artistic criteria . Explain reasons for revisions and how choices made relate to artistic intent .	a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent .	a. Revise choreography collaboratively or independently based on artistic criteria , selfreflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent .	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures , collaboratively or independently using established artistic criteria , selfreflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices , dance structures , and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent .	Revise	
		b. Depict a dance movement by drawing a picture or using a symbol.	b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).	b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).	b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.	b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).	b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).		

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Dance													
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Space, time, and energy are basic elements of dance. Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?												Performing
	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
	DA:Pr4.1.K	DA:Pr4.1.1	DA:Pr4.1.2	DA:Pr4.1.3	DA:Pr4.1.4	DA:Pr4.1.5	DA:Pr4.1.6	DA:Pr4.1.7	DA:Pr4.1.8	DA:Pr4.1.I	DA:Pr4.1.II	DA:Pr4.1.III	
Express	a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.	a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space . Move with others to form straight lines and circles.	a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.	a. Judge spaces as distance traveled and use space three dimensionally. Demonstrate shapes with positive and negative space . Perform movement sequences in and through space with intentionality and focus.	a. Make static and dynamic shapes with positive and negative space . Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills in the ability to judge distance and spatial design . Establish diverse pathways, levels, and patterns in space . Maintain focus with partner or group in near and far space.	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.	
	b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.	b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.	b. Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.	b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.	b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work . Accurately use accented and unaccented beats in 3/4 and 4/4 meter.	b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.	b. Use syncopation and accent movements related to different tempi . Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."	b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments .	

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	c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).	c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics .	c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy .	c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and freeflowing movements and appropriately apply them to technique exercises and dance phrases.	c. Compare and contrast movement characteristics from a variety of dance genres or styles . Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.	c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics .	c. Initiate movement phrases by applying energy and dynamics . Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.	c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.		
Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?												Performing	
	Kindergarten DA:Pr5.1.K	1st DA:Pr5.1.1	2nd DA:Pr5.1.2	3rd DA:Pr5.1.3	4th DA:Pr5.1.4	5th DA:Pr5.1.5	6th DA:Pr5.1.6	7th DA:Pr5.1.7	8th DA:Pr5.1.8	HS Proficient DA:Pr5.1.I	HS Accomplished DA:Pr5.1.II	HS Advanced DA:Pr5.1.III		
Embodiment	a. Demonstrate sameside and cross-body locomotor and nonlocomotor movements, body patterning movements, and body shapes.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning , body shapes, and directionality.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning , and dance sequences that require moving through space using a variety of pathways.	a. Replicate body shapes, movement characteristics , and movement patterns in a dance sequence with awareness of body alignment and core support.	a. Demonstrate fundamental dance skills (for example, alignment , coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.	a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment , coordination, balance, core support, kinesthetic awareness , clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.	a. Embody technical dance skills (for example, alignment , coordination, balance, core support, kinesthetic awareness , clarity of movement) to accommodate physical maturational development to technical dance skills (for example, functional alignment , coordination, balance, core support, kinesthetic awareness , clarity of movement, weight shifts, flexibility/range of motion).	a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment , coordination, balance, core support, kinesthetic awareness , clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.	a. Embody technical dance skills (for example, functional alignment , coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles . Self-evaluate performances and discuss and analyze performance ability with others.			Embodiment
	b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space .	b. Move safely in general space through a range of activities and group formations while maintaining personal space .	b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space .	b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.	b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.	b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.	b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.	b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.	b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.	b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how-research informs practice.		

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	c. Move body parts in relation to other body parts and repeat and recall movements upon request.	c. Modify movements and spatial arrangements upon request.	c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.	c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills	c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.	c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.	c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time	c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).	c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).	c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.	c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.	c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.
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Performing		Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question(s): How does a dancer heighten artistry in a public performance?											Performing	
		Kindergarten DA:Pr6.1.K	1st DA:Pr6.1.1	2nd DA:Pr6.1.2	3rd DA:Pr6.1.3	4th DA:Pr6.1.4	5th DA:Pr6.1.5	6th DA:Pr6.1.6	7th DA:Pr6.1.7	8th DA:Pr6.1.8	HS Proficient DA:Pr6.1.I	HS Accomplished DA:Pr6.1.II	HS Advanced DA:Pr6.1.III	
Present		a. Dance for and with others in a designated space.	a. Dance for others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and make corrections as needed and apply to future performances.	a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Postperformance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Postperformance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology .	a. • Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology .	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology .	Present
		b. Select a prop to use as part of a dance.	b. Explore the use of simple props to enhance performance.	b. Use limited production elements (for example, hand props, simple scenery, or media projections).	b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology .	b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology , explain how the production elements would be handled in different situations.	b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology .	b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.	terminology . b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.	b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.	

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Dance												
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question(s): How is a dance understood?											Responding
	Kindergarten DA:Re.7.1.K	1st DA:Re.7.1.1	2nd DA:Re.7.1.2	3rd DA:Re.7.1.3	4th DA:Re.7.1.4	5th DA:Re.7.1.5	6th DA:Re.7.1.6	7th DA:Re.7.1.7	8th DA:Re.7.1.8	HS Proficient DA:Re.7.1.I	HS Accomplished DA:Re.7.1.II	
Analyze	a. Find a movement that repeats in a dance.	a. Find a movement that repeats in a dance to make a pattern.	a. Find movements in a dance that develop a pattern.	a. Find a movement pattern that creates a movement phrase in a dance work	a. Find patterns of movement in dance works that create a style or theme .	a. Find meaning or artistic intent from the patterns of movement in a dance work.	a. Describe or demonstrate recurring patterns of movement and their relationships in dance.	a. Compare, contrast, and discuss patterns of movement and their relationships in dance.	a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent .	a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent .	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
	b. Demonstrate or describe observed or performed dance movements	b. Demonstrate and describe observed or performed dance movements from a specific genre or culture	b. Demonstrate and describe movements in dances from different genres or cultures.	b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.	b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice .	b. Describe, using basic dance terminology , the qualities and characteristics of style used in a dance from one's own cultural movement practice . Compare them to the qualities and characteristics of style found in a different dance genre , style , or cultural movement practice , also using basic dance terminology .	b. Explain how the elements of dance are used in a variety of dance genres , styles , or cultural movement practices . Use genre-specific dance terminology .	b. Compare and contrast how the elements of dance are used in a variety of genres , styles , or cultural movement practices . Use genre-specific dance terminology .	b. Explain how the elements of dance are used in a variety of genres , styles , or cultural movement practices to communicate intent. Use genre-specific dance terminology .	b. Analyze the use of elements of dance in a variety of genres , styles , or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology .	b. Analyze and compare the movement patterns and their relationships in a variety of genres , styles , or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology .	b. Explain how dance communicates aesthetic and cultural values in a variety of genres , styles , or cultural movement practices . Use genre-specific dance terminology .

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Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. Essential Question(s): How is dance interpreted?																								
<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;">Kindergarten DA:Re8.1.K</th> <th style="width: 10%;">1st DA:Re8.1.1</th> <th style="width: 10%;">2nd DA:Re8.1.2</th> <th style="width: 10%;">3rd DA:Re8.1.3</th> <th style="width: 10%;">4th DA:Re8.1.4</th> <th style="width: 10%;">5th DA:Re8.1.5</th> <th style="width: 10%;">6th DA:Re8.1.6</th> <th style="width: 10%;">7th DA:Re8.1.7</th> <th style="width: 10%;">8th DA:Re8.1.8</th> <th style="width: 10%;">HS Proficient DA:Re8.1.I</th> <th style="width: 10%;">HS Accomplished DA:Re8.1.II</th> <th style="width: 10%;">HS Advanced DA:Re8.1.III</th> </tr> </table>													Kindergarten DA:Re8.1.K	1st DA:Re8.1.1	2nd DA:Re8.1.2	3rd DA:Re8.1.3	4th DA:Re8.1.4	5th DA:Re8.1.5	6th DA:Re8.1.6	7th DA:Re8.1.7	8th DA:Re8.1.8	HS Proficient DA:Re8.1.I	HS Accomplished DA:Re8.1.II	HS Advanced DA:Re8.1.III
Kindergarten DA:Re8.1.K	1st DA:Re8.1.1	2nd DA:Re8.1.2	3rd DA:Re8.1.3	4th DA:Re8.1.4	5th DA:Re8.1.5	6th DA:Re8.1.6	7th DA:Re8.1.7	8th DA:Re8.1.8	HS Proficient DA:Re8.1.I	HS Accomplished DA:Re8.1.II	HS Advanced DA:Re8.1.III													
Interpret	a. Observe movement and describe it using simple dance terminology .	a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology .	a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology .	a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology .	a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology .	a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology .	a. Explain how the artistic expression of a dance is achieved through the elements of dance , use of body, dance technique , dance structure , and context. Explain how these communicate the intent of the dance using genre specific dance terminology .	a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance , use of body, dance technique , and context. Use genre specific dance terminology .	a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance , use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology .	a. Select and compare different dances and discuss their intent and artistic expression . Explain how the relationships among the elements of dance , use of body, dance technique , and context enhance meaning and support intent using genre specific dance terminology .	a. Analyze and discuss how the elements of dance , execution of dance movement principles , and context contribute to artistic expression . Use genre specific dance terminology .	a. Analyze and interpret how the elements of dance , execution of dance movement principles , and context contribute to artistic expression across different genres, styles , or cultural movement practices . Use genre specific dance terminology .	Interpret											
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question(s): What criteria are used to evaluate dance?																								
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Kindergarten DA:Re9.1.K	1st DA:Re9.1.1	2nd DA:Re9.1.2	3rd DA:Re9.1.3	4th DA:Re9.1.4	5th DA:Re9.1.5	6th DA:Re9.1.6	7th DA:Re9.1.7	8th DA:Re9.1.8	HS Proficient DA:Re9.1.I	HS Accomplished DA:Re9.1.II	HS Advanced DA:Re9.1.III													
Critique	a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.	a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology .	a. Select dance movements from specific genres, styles , or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style , or cultural movement practice . Use basic dance terminology .	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles , or cultural movement practices . Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.	a. Discuss the characteristics and artistic intent of a dance from a genre, style , or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology .	a. Compare artistic intent , content and context from dances to examine the characteristics of genre, style , or cultural movement practice . Based on the comparison, refine artistic criteria using genre specific dance terminology .	a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style , or cultural movement practice to comprehend artistic expression . Use genre-specific dance terminology .	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology .	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression . Consider societal values and a range of perspectives. Use genre-specific dance terminology .	a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression . Discuss perspectives with peers and justify views.	Critique											

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Dance													
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?												Connecting
	Kindergarten DA:Cn10.1.K	1st DA:Cn10.1.1	2nd DA:Cn10.1.2	3rd DA:Cn10.1.3	4th DA:Cn10.1.4	5th DA:Cn10.1.5	6th DA:Cn10.1.6	7th DA:Cn10.1.7	8th DA:Cn10.1.8	HS Proficient DA:Cn10.1.I	HS Accomplished DA:Cn10.1.II	HS Advanced DA:Cn10.1.III	
Synthesize	<p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p>	<p>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p>	<p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p>	<p>a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.</p>	<p>a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.</p>	<p>a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p>	<p>a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.</p>	<p>a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.</p>	<p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p>	<p>a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.</p>	<p>a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.</p>	<p>a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.</p>	Synthesize
	<p>b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.</p>	<p>b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.</p>	<p>b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.</p>	<p>b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.</p>	<p>b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p>	<p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>	<p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p>	<p>b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</p>	<p>b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>	<p>b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>	<p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p>	<p>b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p>	

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Connecting		Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?												Connecting	
		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS A		
		DA:Cn11.1.K	DA:Cn11.1.1	DA:Cn11.1.2	DA:Cn11.1.3	DA:Cn11.1.4	DA:Cn11.1.5	DA:Cn11.1.6	DA:Cn11.1.7	DA:Cn11.1.8	DA:Cn11.1.I	DA:Cn11.1.II	DA:C		
Relate		a. Describe or demonstrate the movements in a dance that was watched or performed.	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	a. Analyze dances from several genres or styles , historical time periods, and/or world dance forms. Discuss how dance movement characteristics , techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres or styles , historical time periods, and/or world dance forms. Discuss how dance movement characteristics , techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.	Relate	

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Idaho State Interdisciplinary Humanities Standards

Grades 9-12

Definition	The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of two or more of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.
Purpose	In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.
Design	The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from two or more arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

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STANDARDS

ANCHOR STANDARD 1	
Connect and Compare	<p>Anchor Standard 1: Connect and compare ideas, diverse cultures, and events through two or more disciplines.</p> <p>Enduring Understanding: Sources of inspiration are transformed into works that express the human experience.</p> <p>Essential Question(s): What inspires people or cultures to create? What connections and comparisons between ideas, cultures, and events can be made? What is the relationship of a work to its time/culture?</p>
Goal CC1	Understand the interdisciplinary relationships of ideas, cultures, and events.
Objective CC1.1	Develop a working vocabulary for the disciplines of study.
Objective CC1.2	Identify and articulate how a work expresses the human experience.
Goal CC2	Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.
Objective CC2.1	Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
Objective CC2.2	Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.
Goal CC3	Understand how the human experience is represented through the arts and humanities
Objective CC3.1	Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
Objective CC3.2	Evaluate original works and how they represent a historical event, theme, movement, and/or culture.

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ANCHOR STANDARD 2

Respond	<p>Anchor Standard 2: Respond to universal themes, issues, and/or movements that express the human experience.</p> <p>Enduring Understanding: Human experience repeats itself.</p> <p>Essential Questions(s): How do themes, issues, and/or movements shape the human experience? How do we learn from the human experience?</p>	
Goal RES1	Conduct analyses in the arts and humanities disciplines.	
	Objective RES1.1	Summarize how the human experience is expressed through the arts and humanities.
	Objective RES1.2	Interpret content knowledge from multiple perspectives and/or sources.
	Objective RES1.3	Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.
ANCHOR STANDARD 3		
Create	<p>Anchor Standard 3: Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.</p> <p>Enduring Understanding: Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Question(s): How does creating enrich people’s lives? How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process? What role does persistence play in the creative process?</p>	
Goal CR1	Communicate in the arts and humanities disciplines through creative expression	
	Objective CR1.1	Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
	Objective CR1.2	Engage in collaborative learning to foster the creative process.
	Objective CR1.3	Create an original product that interprets and/or investigates themes, issues, and/or movements.
	Objective CR1.4	Revise, refine and develop an original work.

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ANCHOR STANDARD 4

Present	<p>Anchor Standard 4: Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.</p> <p>Enduring Understanding: Connections between multiple disciplines are visible through the presentation/performance of original works.</p> <p>Essential Question(s): How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience? How do we select the best method of performance/presentation/production to convey meaning?</p>	
Goal PR1	Perform/present/produce an original work or interpretation of a work for an audience.	
	Objective PR1.1	Combine knowledge and understanding from two or more disciplines to present/performance their original or interpreted works for an audience.
	Objective PR1.2	Convey meaning through their presentation/performance.
Goal PR2	Justify choices made in creating or interpreting a work.	
	Objective PR2.1	Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
	Objective PR2.2	Engage in constructive critique with peers.
ANCHOR STANDARD 5		
Reflect	<p>Anchor Standard 5: Reflect on the process of creating/interpreting/presenting a work.</p> <p>Enduring Understanding: Reflection on the creative process deepens understanding of the content and the creator.</p> <p>Essential Question(s): How is the quality of a performance/presentation/production determined? When does the creator know that a work is finished? How do the arts and humanities enhance and empower our lives?</p>	
Goal REF1	Evaluate one's own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.	
	Objective REF1.1	Utilize and apply a set of aesthetic criteria in evaluating the quality of one's own work and works of others.
	Objective REF1.2	Respond to critique and criteria to revise or justify one's own work.
Goal REF2	Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.	

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Media Arts														
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?													Creating
	Kindergarten (MA:Cr1.1.1)	1 st (MA:Cr1.1.2)	2 nd (MA:Cr1.1.3)	3 rd (MA:Cr1.1.4)	4 th (MA:Cr1.1.5)	5 th (MA:Cr1.1.6)	6 th (MA:Cr1.1.7)	7 th (MA:Cr1.1.8)	8 th (MA:Cr1.1.I)	HS Proficient (MA:Cr1.1.II)	HS Accomplished (MA:Cr1.1.III)	HS Advanced		
Conceive	Discover and share ideas for media artworks using play and experimentation.	Express and share ideas for media artworks through sketching and modeling.	Discover multiple ideas for media artworks through brainstorming and improvising.	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.	Conceive	
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?													Creating
	Kindergarten (MA:Cr2.1.K)	1 st (MA:Cr2.1.1)	2 nd (MA:Cr2.1.2)	3 rd (MA:Cr2.1.3)	4 th (MA:Cr2.1.4)	5 th (MA:Cr2.1.5)	6 th (MA:Cr2.1.6)	7 th (MA:Cr2.1.7)	8 th (MA:Cr2.1.8)	HS Proficient (MA:Cr2.1.I)	HS Accomplished (MA:Cr2.1.II)	HS Advanced (MA:Cr2.1.III)		
Develop	With guidance, use ideas to form plans or models for media arts productions.	With guidance, use identified ideas to form plans and models for media arts productions.	Choose ideas to create plans and models for media arts productions.	Form, share, and test ideas, plans, and models to prepare for media arts productions.	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.	Develop	

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Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. Essential Question(s): What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?												Creating
	Kindergarten (MA:Cr3.1.K)	1 st (MA:Cr3.1.1)	2 nd (MA:Cr3.1.2)	3 rd (MA:Cr3.1.3)	4 th (MA:Cr3.1.4)	5 th (MA:Cr3.1.5)	6 th (MA:Cr3.1.6)	7 th (MA:Cr3.1.7)	8 th (MA:Cr3.1.8)	HS Proficient (MA:Cr3.1.I)	HS Accomplished (MA:Cr3.1.II)	HS Advanced (MA:Cr3.1.III)	
Construct	a. Form and capture media arts content for expression and meaning in media arts productions.	a. Create, capture, and assemble media arts content for productions, identifying basic principles, such as pattern and repetition.	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention .	a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force .	a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast .	a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration .	a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective .	a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition .	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone .	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition .	a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization .	Construct
	b. Make changes to the content, form, or presentation of media artworks and share results.	b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	b. Test and describe expressive effects in altering, refining, and completing media artworks.	b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.	b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.	b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.	

Media Arts													
Producing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks. Essential Question(s): How are complex media arts experiences constructed?												Producing
	Kindergarten (MA:Pr4.1.K)	1 st (MA:Pr4.1.1)	2 nd (MA:Pr4.1.2)	3 rd (MA:Pr4.1.3)	4 th (MA:Pr4.1.4)	5 th (MA:Pr4.1.5)	6 th (MA:Pr4.1.6)	7 th (MA:Pr4.1.7)	8 th (MA:Pr4.1.8)	HS Proficient (MA:Pr4.1.I)	HS Accomplished (MA:Pr4.1.II)	HS Advanced (MA:Pr4.1.III)	

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Integrate	With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	Combine varied academic, arts, and media content in media artworks, such as an illustrated story,	Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.	Integrate
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Producing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions. Essential Question(s): What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?												Producing
	Kindergarten (MA:Pr5.1.K)	1 st (MA:Pr5.1.1)	2 nd (MA:Pr5.1.2)	3 rd (MA:Pr5.1.3)	4 th (MA:Pr5.1.4)	5 th (MA:Pr5.1.5)	6 th (MA:Pr5.1.6)	7 th (MA:Pr5.1.7)	8 th (MA:Pr5.1.8)	HS Proficient (MA:Pr5.1.I)	HS Accomplished (MA:Pr5.1.II)	HS Advanced (MA:Pr5.1.III)	
Practice	a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.	a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills , such as tool use and collaboration in media arts productions.	a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills , such as formal technique, equipment usage, production, and collaboration in media arts productions.	a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills , such as formal technique, production, and collaboration in media arts productions.	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, selfinitiative, and problem-solving.	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problemsolving and organizing.	a. Demonstrate a defined range of artistic, design, technical, and soft skills , through performing specified roles in producing media artworks, such as strategizing and collaborative communication.	a. Demonstrate progression in artistic, design, technical, and soft skills , as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.	a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.	Practice
	b. Identify and demonstrate creative skills, such as performing, within media arts productions.	b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.	b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities, such as design thinking , in addressing problems within and through media arts productions.	b. Practice fundamental creative and innovative abilities, such as expanding conventions , in addressing problems within and through media arts productions.	b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints , in developing solutions within and through media arts productions.	b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.	b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.	b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking , and risk taking, in addressing identified challenges and constraints within and through media arts productions.	b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure , and responsive use of failure , to address sophisticated challenges within and through media arts productions.	b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.	
	c. Practice, discover, and share how media arts creation tools work.	c. Experiment with and share different ways to use tools and techniques to construct media artworks.	c. Demonstrate and explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.	c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.	c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media	c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media	c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.	

Media Arts												
Responding	Anchor Standard 7: Perceive and analyze artistic work											Responding
	Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.											
Essential Question(s): How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?												
	Kindergarten (MA:Re7.1.K)	1 st (MA:Re7.1.1)	2 nd (MA:Re7.1.2)	3 rd (MA:Re7.1.3)	4 th (MA:Re7.1.4)	5 th (MA:Re7.1.5)	6 th (MA:Re7.1.6)	7 th (MA:Re7.1.7)	8 th (MA:Re7.1.8)	HS Proficient (MA:Re7.1.I)	HS Accomplished (MA:Re7.1.II)	HS Advanced (MA:Re7.1.III)
Perceive	a. Recognize and share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify and describe the components and messages in media artworks.	a. Identify and describe how messages are created by components in media artworks.	a. Identify, describe, and explain how messages are created by components in media artworks.	a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.	a. Identify, describe, and analyze how message and meaning are created by components in media artworks.	a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.	a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.	a. Analyze the qualities of and relationships between the components , style, and preferences communicated by media artworks and artists.	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.	a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.
	b. Recognize and share how a variety of media artworks create different experiences.	b. With guidance, identify how a variety of media artworks create different experiences.	b. Identify and describe how a variety of media artworks create different experiences.	b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience .	b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience .	b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience .	b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience .	b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception .	b. Analyze how a broad range of media artworks manage audience experience , create intention and persuasion through multimodal perception .	b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience , creating intention and persuasion through multimodal perception , and systemic communications .

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Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork. Essential Question(s): How do people relate to and interpret media artworks?													
Kindergarten 1 st 2 nd 3 rd 4 th 5 th 6 th 7 th 8 th HS Proficient HS Accomplished HS Advanced													
(MA:Re8.1.K) (MA:Re8.1.1) (MA:Re8.1.2) (MA:Re8.1.3) (MA:Re8.1.4) (MA:Re8.1.5) (MA:Re8.1.6) (MA:Re8.1.7) (MA:Re8.1.8) (MA:Re8.1.I) (MA:Re8.1.II) (MA:Re8.1.III)													
Responding												Responding	
Interpret	With guidance, share observations regarding a variety of media artworks.	With guidance, identify the meanings of a variety of media artworks.	Determine the purposes and meanings of media artworks, considering their context .	Determine the purposes and meanings of media artworks while describing their context .	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context .	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context .	Analyze the intent of a variety of media artworks, using given criteria.	Analyze the intent and meaning of a variety of media artworks, using selfdeveloped criteria.	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts .	Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts .	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts .	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.	Interpret
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks. Essential Question(s): How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?													
Kindergarten 1 st 2 nd 3 rd 4 th 5 th 6 th 7 th 8 th HS Proficient HS Accomplished HS Advanced													
(MA:Re9.1.K) (MA:Re9.1.1) (MA:Re9.1.2) (MA:Re9.1.3) (MA:Re9.1.4) (MA:Re9.1.5) (MA:Re9.1.6) (MA:Re9.1.7) (MA:Re9.1.8) (MA:Re9.1.HS.I) (MA:Re9.1.HS.II) (MA:Re9.1.HS.III)													
Responding												Responding	
Evaluate	Share appealing qualities and possible changes in media artworks.	Identify the effective parts of and possible changes to media artworks, considering viewers.	Discuss the effectiveness of and improvements for media artworks, considering their context .	Identify basic criteria for and evaluate media artworks, considering possible improvements and context .	Identify and apply basic criteria for evaluating and improving media artworks and production processes , considering context .	Determine and apply criteria for evaluating media artworks and production processes , considering context , and practicing constructive feedback.	Determine and apply specific criteria to evaluate various media artworks and production processes , considering context and practicing constructive feedback.	Develop and apply criteria to evaluate various media artworks and production processes , considering context , and practicing constructive feedback.	Evaluate media art works and production processes with developed criteria, considering context and artistic goals.	Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes .	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes , considering complex goals and factors.	Evaluate

Media Arts													
Connecting	<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Media artworks synthesize meaning and form cultural experience. Essential Question(s): How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?</p>												Connecting
	Kindergarten (MA:Cn10.1.K)	1 st (MA:Cn10.1.1)	2 nd (MA:Cn10.1.2)	3 rd (MA:Cn10.1.3)	4 th (MA:Cn10.1.4)	5 th (MA:Cn10.1.5)	6 th (MA:Cn10.1.6)	7 th (MA:Cn10.1.7)	8 th (MA:Cn10.1.8)	HS Proficient (MA:Cn10.1.I)	HS Accomplished (MA:Cn10.1.II)	HS Advanced (MA:Cn10.1.III)	
Synthesize	a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, and models in creating media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks.	a. Use personal and external resources, such as interests, information, and models, to create media artworks.	a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.	a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.	a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.	Synthesize
	b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks, describing their meaning and purpose.	b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.	b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.	b. Examine and show how media artworks form meanings, situations, and cultural events.	b. Explain and show how media artworks form new meanings , situations, and cultural experiences, such as historical events.	b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.	b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.	b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	b. Demonstrate and expound on the use of media artworks to consummate new meaning , knowledge, and impactful cultural experiences.	
next	<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts. Essential Question(s): How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>												next

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		Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS Proficient	HS Accomplished	HS Advanced
		(MA:Cn11.1.K)	(MA:Cn11.1.1)	(MA:Cn11.1.2)	(MA:Cn11.1.3)	(MA:Cn11.1.4)	(MA:Cn11.1.5)	(MA:Cn11.1.6)	(MA:Cn11.1.7)	(MA:Cn11.1.8)	(MA:Cn11.1.I)	(MA:Cn11.1.II)	(MA:Cn11.1.III)
Relate		a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.	a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.	a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments .	a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.	a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics .	a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.	a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.	a. Demonstrate and explain how media artworks and ideas relate to various contexts , purposes, and values, such as democracy, environment, and connecting people and places.	a. Demonstrate and explain how media artworks and ideas relate to various contexts , purposes, and values, such as social trends, power, equality, and personal/cultural identity.	a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts , purposes, and values, such as markets, systems, propaganda, and truth .	a. Demonstrate the relationships of media arts ideas and works to personal and global contexts , purposes, and values, through relevant and impactful media artworks.
		b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness .	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness .	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness .	b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness .	b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy .	b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy .	b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media .	b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts , considering ethics, media literacy, social media, and virtual worlds .	b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity .	b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity .	b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

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Music - Composition and/or Theory Strand

Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?			Creating
	Proficient	Accomplished	Advanced	
Imagine	MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods , visual images, and/or storylines .	MU:Cr1.1.C.IIa Describe <i>and demonstrate</i> how sounds and musical ideas can be used to represent sonic events , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or storylines .	MU:Cr1.1.C.IIIa Describe and demonstrate <i>multiple ways in which</i> sounds and musical ideas can be used to represent <i>extended sonic experiences</i> or <i>abstract ideas</i> .	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?			Creating
	Proficient	Accomplished	Advanced	
Plan & Make	MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods , images, or storylines .	MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events , <i>memories</i> , images, <i>concepts</i> , <i>texts</i> , or storylines .	MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected <i>extended sonic experiences</i> or <i>abstract ideas</i> .	Plan & Make
	MU:Cr2.1.C.Ib Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart , cyclical , or binary).	MU:Cr2.1.C.IIb Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary , rondo , or ternary).	MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a <i>variety of moderately complex</i> or <i>complex forms</i> .	
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?			Creating
	Proficient	Accomplished	Advanced	
Evaluate & Refine	MU:Cr3.1.C.Ia Identify, describe, and apply teacherprovided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	MU:Cr3.1.C.IIa Identify, describe, and apply <i>selected teacher-provided</i> or <i>personally-developed criteria</i> to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	MU:Cr3.1.C.IIIa <i>Research</i> , identify, <i>explain</i> , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Evaluate & Refine
Creating	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?			Creating
	Proficient	Accomplished	Advanced	
Present	MU:Cr3.2.C.Ia Share music through the use of notation, performance , or technology, and demonstrate how the elements of music have been employed to realize expressive intent .	MU:Cr3.2.C.IIa Share music through the use of notation, <i>solo or group performance</i> , or technology, and demonstrate and <i>describe</i> how the elements of music and compositional techniques have been employed to realize expressive intent .	MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance , or technology, and demonstrate <i>and explain</i> how the elements of music , compositional techniques and <i>processes</i> have been employed to realize expressive intent .	Present
	MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	MU:Cr3.2.C.IIb Describe the <i>selected contexts</i> and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final composition and presentation.	MU:Cr3.2.C.IIIb Describe a <i>variety of possible contexts</i> and <i>mediums</i> for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final composition and presentation.	

Music - Composition and/or Theory Strand

Music - Composition and/or Theory Strand				
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?			Performing
	Proficient	Accomplished	Advanced	
Select	MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood , visual image, or storyline in simple forms (such as one-part, cyclical, binary).	MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms .	MU:Pr4.1.C.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in moderately complex or complex forms .	Select
Performing	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?			Performing
	Proficient	Accomplished	Advanced	
Analyze	MU:Pr4.2.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood , and explain the implications for rehearsal or performance .	MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of selected works relate to the style, function, and context , and explain the implications for rehearsal and performance .	MU:Pr4.2.C.IIIa Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context , and explain and support the analysis and its implications for rehearsal and performance .	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?			Performing
	Proficient	Accomplished	Advanced	
Interpret	MU:Pr4.3.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood , explaining how the interpretive choices reflect the creators' intent .	MU:Pr4.3.C.IIa Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context , explaining and supporting how the interpretive choices reflect the creators' intent .	MU:Pr4.3.C.IIIa Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context , explaining and justifying how the interpretive choices reflect the creators' intent .	Interpret
Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?			Performing
	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, and Refine	MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the form .	MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, and the style and historical or cultural context of the work.	MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, compositional techniques , and the style and historical or cultural context of the work.	Rehearse, Evaluate, and Refine
	MU:Pr5.1.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood .	MU:Pr5.1.C.IIb Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.	MU:Pr5.1.C.IIIb Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.	
	MU:Pr5.1.C.Ic Identify and implement strategies for improving the technical and expressive aspects of multiple works.	MU:Pr5.1.C.IIc Identify and implement strategies for improving the technical and expressive aspects of varied works.	MU:Pr5.1.C.IIIc Identify, compare , and implement strategies for improving the technical and expressive aspects of multiple contrasting works.	
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?			Performing
	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.C.Ia Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent .	MU:Pr6.1.C.IIa Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent .	MU:Pr6.1.C.IIIa Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	Present
	MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context , and how this will shape future compositions.	MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context , and how this will shape future compositions.	MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts , and how this will shape future compositions.	

Music - Composition and/or Theory Strand

Music - Composition and/or Theory Strand				
Responding	<p>Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>			Responding
	Proficient	Accomplished	Advanced	
Select	<p>MU:Re7.1.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.</p>	<p>MU:Re7.1.C.IIa Apply teacher-provided or personally-developed criteria to select music that expresses <i>personal experiences and interests</i>, moods, <i>visual images, concepts, texts</i>, or storylines in simple or moderately complex forms, and describe and <i>defend</i> the choices as models for composition.</p>	<p>MU:Re7.1.C.IIIa Apply <i>researched</i> or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and <i>justify</i> the choice as models for composition.</p>	Select
Responding	<p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?</p>			Responding
	Proficient	Accomplished	Advanced	
Analyze	<p>MU:Re7.2.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<p>MU:Re7.2.C.IIa Analyze aurally <i>and/or by reading the scores of musical works</i> the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and <i>explain</i> how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<p>MU:Re7.2.C.IIIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to <i>aesthetic effectiveness</i>, style, mood, and context; and <i>explain</i> how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	Analyze
Responding	<p>Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p>			Responding
	Proficient	Accomplished	Advanced	
Interpret	<p>MU:Re8.1.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p>	<p>MU:Re8.1.C.IIa Develop and <i>support</i> interpretations of varied works, demonstrating an understanding of the composers' intent by citing <i>the use of elements of music</i> (including form), compositional techniques, and the style/genre and context of each work.</p>	<p>MU:Re8.1.C.IIIa Develop, <i>justify</i> and <i>defend</i> interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p>	Interpret
Responding	<p>Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>			Responding
	Proficient	Accomplished	Advanced	
Evaluate	<p>MU:Re9.1.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</p>	<p>MU:Re9.1.C.IIa <i>Explain</i> the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.</p>	<p>MU:Re9.1.C.IIIa Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of <i>theoretical concepts</i> and complex compositional techniques and procedures.</p>	Evaluate
	<p>MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.</p>	<p>MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.</p>	<p>MU:Re9.1.C.IIIb Describe <i>and evaluate</i> ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</p>	

Music - Composition and/or Theory Strand				
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?			Connecting
	Proficient MU:Cn10.0.C.Ia	Accomplished MU:Cn10.0.C.IIa	Advanced MU:Cn10.0.C.IIIa	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?			Connecting
	Proficient MU:Cn11.0.C.Ia	Accomplished MU:Cn11.0.C.IIa	Advanced MU:Cn11.0.C.IIIa	
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

*Green text indicates modifications by Music Executive Committee members

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Music - Harmonizing Instruments Strand (e.g. Guitar, Keyboard)						
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-to-three-chord accompaniments for given melodies.	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (<i>forms such as theme and variation or 12-bar blues</i>), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (<i>representing a variety of forms and styles</i>), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .	Imagine
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Plan & Make	MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-to-three-chord accompaniments for given melodies.	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (<i>forms such as theme and variation or 12-bar blues</i>), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (<i>representing a variety of forms and styles</i>), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .	Plan & Make
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Evaluate & Refine	MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-to-three-chord accompaniments for given melodies.	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (<i>forms such as theme and variation or 12-bar blues</i>) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (<i>representing a variety of forms and styles</i>), improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies .	Evaluate & Refine

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Creating	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?					Creating
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Cr3.2.H.5a Share final versions of simple melodies (such as two- phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas .	MU:Cr3.2.H.8a Share final versions of melodies (<i>created over specified chord progressions or AB / ABA forms</i>) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas .	MU:Cr3.2.H.1a Perform final versions of improvisations , compositions (forms such as theme and variation or 12-bar blues), and three- or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.1a Perform final versions of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.11a Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	Present

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Music - Harmonizing Instruments Strand						
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill , as well as the context of the performances .	MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances .	MU:Pr4.1.H.1a Explain the criteria used when selecting a varied repertoire of music for <i>individual or small group performances</i> that include melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.1.H.1a Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles</i> .	MU:Pr4.1.H.11a Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies , repertoire pieces, stylistically appropriate accompaniments , and improvisations <i>in a variety of contrasting styles</i> .	Select
Performing	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation .	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (<i>social, cultural, or historical</i>) in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation .	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (<i>social, cultural, or historical</i>) in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (<i>social, cultural, and historical</i>) in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles</i> .	MU:Pr4.2.H.11a Identify and describe important theoretical and structural characteristics and context (<i>social, cultural, and historical</i>) in a varied repertoire of music selected for performance programs that includes melodies , repertoire pieces, stylistically appropriate accompaniments , and improvisations <i>in a variety of contrasting styles</i> .	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (<i>social, cultural, or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in interpretations the context (<i>social, cultural, or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.3.H.1a Explain in interpretations the context (<i>social, cultural, and historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles</i> .	MU:Pr4.3.H.11a Explain and present interpretations that demonstrate and describe the context (<i>social, cultural, and historical</i>) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies , repertoire pieces, stylistically appropriate accompaniments , and improvisations <i>in a variety of contrasting styles</i> .	Interpret

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Performing	<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?</p>					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, & Refine	<p>MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.1a Develop and apply criteria to critique individual <i>and small group performances</i> of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i>, and create rehearsal strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of styles</i>, and create rehearsal strategies to address performance challenges and refine the performances.</p>	<p>MU:Pr5.1.H.11a Develop and apply criteria, including <i>feedback from multiple sources</i>, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.</p>	Rehearse, Evaluate, & Refine
Performing	<p>Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	<p>MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.</p>	<p>MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context (social, cultural, or historical)</i>.</p>	<p>MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and <i>small group performances</i>, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i>, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p>	<p>MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of styles</i>, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>	<p>MU:Pr6.1.H.11a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, <i>stylistically appropriate accompaniments</i>, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>	Present

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Music - Harmonizing Instruments Strand						
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?					Responding
	Novice		Intermediate		Proficient	
Select	MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.	MU:Re7.1.H.8a <i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and connections to interest, purpose , and context.	MU:Re7.1.H.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context .	MU:Re7.1.H.1a Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context .	MU:Re6.1.H.11a Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres , and historical periods .	Select
Responding	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?					Responding
	Novice		Intermediate		Proficient	
Analyze	MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	MU:Re7.2.H.8a <i>Describe</i> how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	MU:Re7.2.H.1a <i>Compare</i> passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	MU:Re7.2.H.1a <i>Explain</i> how the analysis of the structures and context (social, cultural, and historical) of <i>contrasting</i> musical selections inform the response.	MU:Re7.2.H.11a <i>Demonstrate and justify</i> how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and <i>creative decisions</i> inform the response.	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?					Responding
	Novice		Intermediate		Proficient	
Interpret	MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text .	MU:Re8.1.H.8a Identify and support interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence the treatment</i> of the elements of music, context , and (when appropriate) the setting of the text .	MU:Re8.1.H.1a <i>Explain</i> and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , and <i>outside sources</i> .	MU:Re8.1.H.1a <i>Explain</i> and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , and <i>varied researched sources</i> .	MU:Re8.1.H.11a <i>Establish and justify</i> interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, <i>including reference to examples from other art forms</i> .	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?					Responding
	Novice		Intermediate		Proficient	
Evaluate	MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	MU:Re9.1.H.8a <i>Explain</i> the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a <i>varied repertoire</i> of music.	MU:Re9.1.H.1a <i>Develop and apply</i> teacherprovided and established criteria based on <i>personal preference, analysis</i> , and context (personal, social, and cultural) to evaluate <i>individual and small group musical selections for listening</i> .	MU:Re9.1.H.1a Apply personally-developed and established criteria based on <i>research</i> , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate <i>contrasting individual and small group musical selections for listening</i> .	MU:Re9.1.H.11a <i>Develop and justify</i> evaluations of a variety of individual and small group musical selections for listening based on personallydeveloped and established criteria , <i>personal decision making, and knowledge and understanding of context</i> .	Evaluate

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Music - Harmonizing Instruments Strand						
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?					Connecting
	Novice Intermediate Proficient Accomplished Advanced					
	MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					Connecting
	Novice Intermediate Proficient Accomplished Advanced					
	MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

*Green text indicates modifications by Music Executive Committee members

Music - Music Technology Strand					
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?			Creating	
	<table border="1"> <thead> <tr> <th>HS Proficient</th> <th>HS Accomplished</th> <th>HS Advanced</th> </tr> </thead> </table>				HS Proficient
HS Proficient	HS Accomplished	HS Advanced			
Imagine	MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools .	MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources .	MU:Cr1.1.T.IIIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems .	Imagine	
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?			Creating	
	<table border="1"> <thead> <tr> <th>HS Proficient</th> <th>HS Accomplished</th> <th>HS Advanced</th> </tr> </thead> </table>				HS Proficient
HS Proficient	HS Accomplished	HS Advanced			
Plan & Make	MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources .	MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work <i>that exhibits unity and variety</i> using digital and analog tools .	MU:Cr2.1.T.IIIa Select, develop, <i>and organize</i> multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems .	Plan & Make	
Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?			Creating	
	<table border="1"> <thead> <tr> <th>HS Proficient</th> <th>HS Accomplished</th> <th>HS Advanced</th> </tr> </thead> </table>				HS Proficient
HS Proficient	HS Accomplished	HS Advanced			
Evaluate & Refine	MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations .	MU:Cr3.1.T.IIa <i>Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</i>	MU:Cr3.1.T.IIIa Develop and implement varied strategies <i>and apply appropriate criteria</i> to improve and refine the technical and expressive aspects of draft compositions and improvisations .	Evaluate & Refine	
Creating	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?			Creating	
	<table border="1"> <thead> <tr> <th>HS Proficient</th> <th>HS Accomplished</th> <th>HS Advanced</th> </tr> </thead> </table>				HS Proficient
HS Proficient	HS Accomplished	HS Advanced			
Present	MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas .	MU:Cr3.2.T.IIa Share compositions and improvisations that demonstrate an <i>accomplished</i> level of musical and technological craftsmanship <i>as well as the use of digital and analog tools and resources</i> in developing and organizing musical ideas .	MU:Cr3.2.T.IIIa Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas .	Present	

Music - Music Technology Strand				
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence Essential Question(s): How do performers select repertoire?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Pr4.1.T.Ia Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill .	MU:Pr4.1.T.IIa Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources .	MU:Pr4.1.T.IIIa Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools , resources , and systems .	Select
Performing	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Pr4.2.T.Ia Describe how context , structural aspects of the music, and digital media/tools inform prepared and improvised performances .	MU:Pr4.2.T.IIa Describe and demonstrate how context , theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances .	MU:Pr4.2.T.IIIa <i>Examine, evaluate and critique</i> how context , theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances .	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Pr4.3.T.Ia Demonstrate how understanding the context , expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances .	MU:Pr4.3.T.IIa Demonstrate how understanding the style , genre , context , and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.	MU:Pr4.3.T.IIIa Demonstrate how understanding the style , genre , context , and <i>integration</i> of digital technologies in a varied repertoire of music <i>informs</i> and influences prepared and improvised performances and <i>their ability</i> to connect with audiences.	Interpret
Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, Essential Question(s): How do musicians improve the quality of their performance?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Rehearse, Evaluate, & Refine	MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU:Pr5.1.T.IIa <i>Develop and</i> implement rehearsal strategies to improve and <i>refine</i> the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU:Pr5.1.T.IIIa <i>Apply appropriate criteria as well as feedback from multiple sources</i> and develop and implement <i>varied</i> strategies to improve and <i>refine</i> the technical and expressive aspects of prepared and improvised performances in <i>varied programs</i> of music.	Rehearse, Evaluate, & Refine
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?			Performing
	HS Proficient	HS Accomplished	HS Advanced	
Present	MU:Pr6.1.T.Ia Using digital tools , demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	MU:Pr6.1.T.IIa Using digital tools and resources , demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music <i>representing diverse cultures, styles, and genres</i> .	MU:Pr6.1.T.IIIa <i>Integrating digital and analog tools and resources</i> , demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music <i>representing diverse cultures, styles, genres, and historical periods</i> .	Present
	MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances .	MU:Pr6.1.T.IIb <i>Demonstrate an understanding of the expressive intent</i> when connecting with an audience through prepared and improvised performances .	MU:Pr6.1.T.IIIb <i>Demonstrate an ability</i> to connect with audience members before, and engaging with and responding to them during prepared and improvised performances .	

Music - Music Technology Strand				
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Re7.1.T.Ia Cite reasons for choosing music based on the use of the elements of music , digital and electronic aspects, and connections to interest or purpose .	MU:Re7.1.T.IIa <i>Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.</i>	MU:Re7.1.T.IIIa <i>Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.</i>	Select
Responding	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	MU:Re7.2.T.IIa Explain how an analysis of the structure, context , and technological aspects of the music informs the response.	MU:Re7.2.T.IIIa <i>Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.</i>	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Re8.1.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music , digital and electronic features, and purpose .	MU:Re8.1.T.IIa <i>Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</i>	MU:Re8.1.T.IIIa <i>Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</i>	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?			Responding
	HS Proficient	HS Accomplished	HS Advanced	
Evaluate	MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation , digital and electronic features, and personal interests.	MU:Re9.1.T.IIa <i>Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</i>	MU:Re9.1.T.IIIa <i>Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.</i>	Evaluate

Music - Music Technology Strand				
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?			Connecting
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.T.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.T.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?			Connecting
	HS Proficient	HS Accomplished	HS Advanced	
	MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.T.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Music (General Music, Music Appreciation, Music History)											
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?									Creating	
	Kindergarten (MU:Cr1.1.K)	1st (MU:Cr1.1.1)	2nd (MU:Cr1.1.2)	3rd (MU:Cr1.1.3)	4th (MU:Cr1.1.4)	5th (MU:Cr1.1.5)	6th (MU:Cr1.1.6)	Novice (MU:Cr1.1.7)	Proficient (MU:Cr1.1.8)		
Imagine	<p>a With guidance, explore and experience music concepts (such as beat and melodic contour).</p>	<p>a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .</p>	<p>a <i>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</i></p>	<p>a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</p>	<p>a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p>	<p>a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p>	<p>a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p>	<p>a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p>	<p>a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p>		Imagine
	<p>b With guidance, generate musical ideas (such as movements or motives).</p>	<p>b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p>	<p>b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</p>	<p>b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p>	<p>b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p>	<p>b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p>					

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Creating		Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?										Creating
		Kindergarten (MU:Cr2.1.K)	1st (MU:Cr2.1.1)	2nd (MU:Cr2.1.2)	3rd (MU:Cr2.1.3)	4th (MU:Cr2.1.4)	5th (MU:Cr2.1.5)	6th (MU:Cr2.1.6)	Novice (MU:Cr2.1.7)	Proficient (MU:Cr2.1.8)		
Plan & Make		a With guidance, demonstrate and choose favorite musical ideas .	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent .	a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent , and explain connection to purpose and context .	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent , and explain connection to purpose and context .	a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent .	a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent .	a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent .		
		a With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas .	b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas .	b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and twochord harmonic musical ideas .	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and twochord harmonic musical ideas .	b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .	b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences .		
Creating		Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?										Creating
		Kindergarten (MU:Cr3.1.K)	1st (MU:Cr3.1.1)	2nd (MU:Cr3.1.2)	3rd (MU:Cr3.1.3)	4th (MU:Cr3.1.4)	5th (MU:Cr3.1.5)	6th (MU:Cr3.1.6)	Novice (MU:Cr3.1.7)	Proficient (MU:Cr3.1.8)		
Evaluate & Refine		a - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas .	a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas .	a Interpret and apply personal, peer, and teacher feedback to revise personal music .	a Evaluate, refine, and document revisions to personal musical ideas , applying teacherprovided and collaborativelydeveloped criteria and feedback.	a Evaluate, refine , and document revisions to personal music , applying teacher-provided and collaborativelydeveloped criteria and feedback to show improvement over time .	a Evaluate, refine , and document revisions to personal music , applying teacher-provided and collaborativelydeveloped criteria and feedback, and explain rationale for changes .	a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources .	a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources .	a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources .	Evaluate & Refine	

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Music											
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?										Performing
	Pre K (MU:Pr4.1.PK)	Kindergarten (MU:Pr4.1.K)	1st (MU:Pr4.1.1)	2nd (MU:Pr4.1.2)	3rd (MU:Pr4.1.3)	4th (MU:Pr4.1.4)	5th (MU:Pr4.1.5)	6th (MU:Pr4.1.6)	Novice (MU:Pr4.1.7)	Proficient (MU:Pr4.1.8)	
Select		a With guidance, demonstrate and state personal interest in varied musical selections.	a With limited guidance, demonstrate and discuss personal interest in, <i>knowledge about, and purpose</i> of varied musical selections.	a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context , and technical skill .	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context , as well as their personal and others' technical skill .	a Apply teacherprovided criteria for selecting music to perform for a specific purpose and/or context , and explain why each was chosen.	a Apply collaborativelydeveloped criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges , and reasons for choices.	a Apply personallydeveloped criteria for selecting music of contrasting styles for a program with a specific purpose and/or context , and explain expressive qualities, technical challenges , and reasons for choices.	Select
Performing	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?										Performing
	Kindergarten (MU:Pr4.2.K)	1st (MU:Pr4.2.1)	2nd (MU:Pr4.2.2)	3rd (MU:Pr4.2.3)	4th (MU:Pr4.2.4)	5th (MU:Pr4.2.5)	6th (MU:Pr4.2.6)	Novice (MU:Pr4.2.7)	Proficient (MU:Pr4.2.8)		
Analyze		a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance .	a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance .	a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance .	a Demonstrate understanding of the structure in music selected for performance .	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance .	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance .	a Explain how understanding the structure and the elements of music are used in music selected for performance .	a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	a Compare the structure of contrasting pieces of music selected for performance , explaining how the elements of music are used in each.	Analyze
			b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation .	b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation .	b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation .	b When analyzing selected music, read and perform using iconic and/or standard notation .	b When analyzing selected music, read and perform using standard notation .	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics .	b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form .	b When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation .	

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				c Describe how context (such as personal and social) can inform a performance .	c <i>Explain</i> how context (such as social and cultural) informs a performance .	c Explain how context (such as social, cultural, and historical) informs performances .	c Identify how cultural and historical context inform performances .	c Identify how cultural and historical context inform performances and result in <i>different musical interpretations</i> .	c Identify how cultural and historical context inform performances and result in <i>different musical effects</i> .		
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?										Performing
	Kindergarten (MU:Pr4.3.K)	1st (MU:Pr4.3.1)	2nd (MU:Pr4.3.2)	3rd (MU:Pr4.3.3)	4th (MU:Pr4.3.4)	5th (MU:Pr4.3.5)	6th (MU:Pr4.3.6)	Novice (MU:Pr4.3.7)	Proficient (MU:Pr4.3.8)		
Interpret	a With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent .	a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent .	a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent .	a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).		Interpret

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Performing		Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?									Performing
		Kindergarten (MU:Pr5.1.K)	1st (MU:Pr5.1.1)	2nd (MU:Pr5.1.2)	3rd (MU:Pr5.1.3)	4th (MU:Pr5.1.4)	5th (MU:Pr5.1.5)	6th (MU:Pr5.1.6)	Novice (MU:Pr5.1.7)	Proficient (MU:Pr5.1.8)	
Rehearse, Evaluate & Refine		a With guidance , apply personal, teacher, and peer feedback to refine performances .	a With limited guidance , apply personal, teacher, and peer feedback to refine performances .	a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances .	a - Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances .	a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances .	a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances .	a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy , originality, and interest) to rehearse, refine , and determine when a piece is ready to perform .	a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer , originality, emotional impact , and interest) to rehearse, refine , and determine when the music is ready to perform .	a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine , and determine when the music is ready to perform .	
		b With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.	b With limited guidance , use suggested strategies in rehearsal to address interpretive challenges of music.	b - Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	b Rehearse to refine technical accuracy, expressive qualities , and identified performance challenges.	b Rehearse to refine technical accuracy and expressive qualities , and address performance challenges .	b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time .				
Performing		Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?									Performing
		Kindergarten (MU:Pr6.1.K)	1st (MU:Pr6.1.1)	2nd (MU:Pr6.1.2)	3rd (MU:Pr6.1.3)	4th (MU:Pr6.1.4)	5th (MU:Pr6.1.5)	6th (MU:Pr6.1.6)	Novice (MU:Pr6.1.7)	Proficient (MU:Pr6.1.8)	
Present		a With guidance , perform music with expression .	a With limited guidance , perform music for a specific purpose with expression .	a Perform music for a specific purpose with expression and technical accuracy .	a Perform music with expression and technical accuracy .	a Perform music, alone or with others , with expression and technical accuracy , and appropriate interpretation .	a Perform music, alone or with others , with expression, technical accuracy, and appropriate interpretation .	a Perform the music with technical accuracy to convey the creator's intent .	a Perform the music with technical accuracy and stylistic expression to convey the creator's intent .	a Perform the music with technical accuracy , stylistic expression , and culturally authentic practices in music to convey the creator's intent .	

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	b Perform <i>appropriately for the audience.</i>	b Perform appropriately for the audience and purpose .	b Perform appropriately for the audience and purpose .	b Demonstrate performance decorum and audience etiquette appropriate for the context and venue .	b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .	b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .	b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose .	b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue, purpose, and context .	b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue, purpose, context, and style .	
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Music										
Responding	<p>Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>									Responding
	Kindergarten (MU:Re7.1.K)	1st (MU:Re7.1.1)	2nd (MU:Re7.1.2)	3rd (MU:Re7.1.3)	4th (MU:Re7.1.4)	5th (MU:Re7.1.5)	6th (MU:Re7.1.6)	Novice (MU:Re7.1.7)	Proficient (MU:Re7.1.8)	
Select	<p>a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p>	<p>a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>	<p>a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p>	<p>a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p>	Select
Responding	<p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>									Responding
	Kindergarten (MU:Re7.2.K)	1st (MU:Re7.2.1)	2nd (MU:Re7.2.2)	3rd (MU:Re7.2.3)	4th (MU:Re7.2.4)	5th (MU:Re7.2.5)	6th (MU:Re7.2.6)	Novice (MU:Re7.2.7)	Intermediate (MU:Re7.2.8)	
Analyze	<p>a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p>	<p>a Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p>	<p>a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>	<p>a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>	<p>a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p>	<p>a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>a Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p>	Analyze
							<p>b Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>b Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	Analyze

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Responding		Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?										Responding
		Kindergarten (MU:Re8.1.K)	1 st (MU:Re8.1.1)	2 nd (MU:Re8.1.2)	3 rd (MU:Re8.1.3)	4 th (MU:Re8.1.4)	5 th (MU:Re8.1.5)	6 th (MU:Re8.1.6)	Novice (MU:Re8.1.7)	Proficient (MU:Re8.1.8)		
Interpret		a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a With <i>limited guidance, demonstrate</i> and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent .	a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent .	a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre) and timbre) are used in performers' and personal interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent .	a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities , within genres and cultural and historical context , convey expressive intent .	a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities , within genres, cultures, and historical periods , convey expressive intent .	a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities , within genres, cultures, and historical periods to convey expressive intent .		
Responding		Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?										Responding
		Kindergarten (MU:Re9.1.K)	1 st (MU:Re9.1.1)	2 nd (MU:Re9.1.2)	3 rd (MU:Re9.1.3)	4 th (MU:Re9.1.4)	5 th (MU:Re9.1.5)	6 th (MU:Re9.1.6)	Novice (MU:Re9.1.7)	Proficient (MU:Re9.1.8)		
Evaluate		b With guidance, apply personal and expressive preferences in the evaluation of music .	a With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	a <i>Apply</i> personal and expressive preferences in the evaluation of music for specific purposes .	a Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context .	a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context, citing evidence from the elements of music .	a Apply teacher-provided criteria to evaluate musical works or performances .	a Select from teacher-provided criteria to evaluate musical works or performances .	a Apply appropriate personally-developed criteria to evaluate musical works or performances .		
												Evaluate

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Music										
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?									Connecting
	Kindergarten (MU:Cn10.1.K)	1st (MU:Cn10.1.1)	2nd (MU:Cn10.1.2)	3rd (MU:Cn10.1.3)	4th (MU:Cn10.1.4)	5th (MU:Cn10.1.5)	6th (MU:Cn10.1.6)	Novice (MU:Cn10.1.7)	Proficient (MU:Cn10.1.8)	
	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
	MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.	MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent .	MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent , and explain connection to purpose and context .	MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent , and explain connection to purpose and context .	MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent .	MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent .	MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, compositions within expanded forms that demonstrate tension and release, unity and variety , and convey expressive intent .	
	MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.	MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent .	MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent .	MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship , and explain connection to expressive intent .	MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent .	MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement , using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent .	MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent .	

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	MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators' expressive intent .	MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context .	MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .	MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill .	MU:Pr4.1.6a Apply teacherprovided criteria for selecting music to perform purpose and/or context and explain why each was chosen.	MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges , and reasons for choices.	MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges , and reasons for choices.	
		MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes .	MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes .	MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent .	MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent .	MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).	
				MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes .	MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts .	MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts .	MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose .	MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose .	MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose .	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?									Connecting
	Kindergarten (MU:Cn11.1.K)	1 st (MU:Cn11.1.1)	2 nd (MU:Cn11.1.2)	3 rd (MU:Cn11.1.3)	4 th (MU:Cn11.1.4)	5 th (MU:Cn11.1.5)	6 th (MU:Cn11.1.6)	Novice (MU:Cn11.1.7)	Proficient (MU:Cn11.1.8)	
	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

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	MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music <i>contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance .</i>	MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .	MU:Cr1.1.2a <i>Improvise rhythmic and melodic ideas for a specific purpose.</i>	MU:Cr1.1.3a <i>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</i>	MU:Cr1.1.4a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</i>	MU:Cr1.1.5a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</i>	MU:Cr1.1.6a <i>Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</i>	MU:Cr1.1.7a <i>Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</i>	MU:Cr1.1.8a <i>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</i>
	MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.	<i>MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.</i>	MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.	MU:Pr4.2.6c Identify how cultural and historical context inform the performances.	MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations .	MU:Pr4.2.8c Identify how cultural and historical context inform performance and results in different musical effects .
	MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music .	MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.	MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy .	MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .	MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .	MU:Pr6.1.6b Demonstrate performance decorum (such as <i>stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose.	MU:Pr6.1.7b Demonstrate performance decorum (such as <i>stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue, purpose, and context .	MU:Pr6.1.8b Demonstrate performance decorum (such as <i>stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue, purpose, context, and style .
		MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose .	MU:Re7.2. Describe how specific music- concepts are used to support a specific purpose in music.	MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure , the use of the elements of music , and context (such as social and cultural).	MU:Re7.2.5a Demonstrate and explain, citing evidence , how responses to music are informed by the structure , the use of the elements of music , and context (such as social, cultural, and historical).	MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.	MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.	MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

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			<p>MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>MU:Re9.1.2a <i>Apply</i> personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>MU:Re9.1.3a Evaluate musical works and performances, <i>applying established criteria</i>, and describe appropriateness to the context.</p>	<p>MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and <i>explain</i> appropriateness to the context.</p>	<p>MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, <i>citing evidence from the elements of music</i>.</p>	<p>MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.</p>	<p>MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>	
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*Green text indicates modifications by Music Executive Committee members

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PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Communication

	Novice	Intermediate	Advanced
Interpersonal COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.	Expresses self in conversations that are based upon very familiar topics. Can access a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and actively participates in conversations on familiar topics using single sentences or a series of sentences.	Expresses self fully to maintain conversations on familiar topics and new concrete academic, social and work related topics.
	Respond to basic questions about themselves and others using a series of highly practiced or memorized phrases.	Handles short social interactions in everyday situations by asking and answering a variety of questions.	Confidently handles changes in situations and is able to share their point of view in discussions.
	Communicate about self, others and everyday life using a series of highly practiced or memorized phrases.	Communicate about self, others and everyday life.	Communicate in paragraph length conversations about themselves, others or events with detail and organization.
Interpretive COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.	List key characters and main events from developmentally appropriate narratives based on familiar themes.	Identify the principal characters and discuss the main idea and themes with a piece of literature.	Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.
	Identify people and objects within their environment based on oral and written descriptions.	Locate key ideas/items in authentic materials and relate them to people and objects in their own lives.	Analyze main plot, subplot, characters, their descriptions, roles and significance in authentic literary texts.
	Report out the content of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.	Restate information and react to messages within short articles or video clips from the target culture.	Summarize principal elements of non-fiction articles on topics of current and historical importance to members of the target culture.
	Interpret the meaning of gestures, intonation, and other visual or auditory clues.	Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target language.	Compare and contrast cultural nuances of meaning in written and spoken language as expressed by native speakers from the target culture in both formal and informal setting.
Presentational COMM 3: Utilize appropriate media to present an idea to an audience	Present information about themselves or others using simple sentences or memorized phrases.	Express their opinions and state facts about themselves using a series of sentences.	Deliver an organized presentation about a variety of topics that is appropriate for their audience.

Performance Indicators - Cultures

	Novice	Intermediate	Advanced
Cultural Practices CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.	Use appropriate gestures within the classroom environment.	Use formal and informal forms of address appropriately in rehearsed situations.	Use formal and informal forms of address appropriately in unrehearsed situations.
	Imitate appropriate etiquette from the target culture.	Begin to adjust language and message to acknowledge audiences with varied cultural backgrounds.	Adjust language, messages, and behaviors to acknowledge audiences with varied cultural backgrounds.
	List cultural practices observed in a video from the target culture.	Suggest reasons for connecting cultural practices to associated products and perspectives.	Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.
	Role play simple interactions in stores and restaurants in the target culture.	Role play culturally appropriate interactions with shop keepers, ticket sellers, waiters, taxi drivers, etc. in the target culture.	Utilize culturally appropriate behaviors and language in a variety of situations in the target language.
Cultural Products CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.	Give simple reasons for the role and importance of products from the target culture.	Identify, investigate and analyze the function of everyday objects produced in the culture.	Research in detail the role and importance of products from the target cultures.
	Identify the author/country of origin for short poems, stories, or plays from the target culture.	Identify and analyze cultural products found in literature, news stories, and films from the target culture.	Identify and analyze the role and importance of cultural products found in literature, news stories and film.
	Make simple connections between cultural products, associated practices and possible perspectives from the target culture.	Create connections based on background knowledge between cultural products, associated practices, and perspectives.	Provide evidence-based insights connecting cultural products, associated practices, and perspectives.

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PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Connections

	Novice	Intermediate	Advanced
<p>Making connections</p> <p>CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</p>	Use skills gained in other content areas to study key historical figures/events in the target culture.	Seek out articles/multimedia in the target language for content being studied or previously studied in history and English.	Write a critical analysis for a movie where the target language is spoken.
	Use skills gained in other content areas to convert currencies, weights, and measures from the United States' standard to that of the target culture in order to understand prices, size and distance.	Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on those that travel from the United States to a country with the target culture.	Research and discuss how various governmental structures might impact global issues such as currency rates or travel visas.
	Use skills gained in other content areas to discuss the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music)	Analyze and report on the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music) using knowledge from other content areas.	Explore, discuss and debate topics from other academic subjects (ex. political and historical concepts, worldwide health issues, and environmental concerns).
	Read text from the target culture (ex. maps) using skills gained in other content areas.	Analyze text from the target culture using skills gained in other content areas.	Write and/or produce an original work that highlights a challenge facing people in countries where the target language is spoken.
<p>Acquiring information/perspectives</p> <p>CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>	Interpret main idea from infographics showing statistics such as number of endangered species, changes in population.	Access charts and surveys about daily life in the target culture and compare them with similar events in the United States.	Research an issue of global importance and provide insight into the issue from the perspective of the target culture.
	Identify main idea of current events reported in the news about the target culture.	Compare current events reported in the news to similar events in the United States	Research and debate current events in the target culture.
	Access short texts and videos from the target culture.	View publicity and promotional information from the target culture.	Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States.

Performance Indicators - Comparisons

	Novice	Intermediate	Advanced
Language COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Compare word order and sentence structure between their own language and the target language.	Hypothesize about the similarities of languages based on the use of cognates and idioms.	Compare the choice/use of particular grammatical structures among languages.
	Observe the use of formal and informal structures in the target language.	Match groups of people with ways of expressing respect in the target culture.	Identify, compare and analyze how language functions in society and regional/national linguistic patterns in the target language.
	Report similarities and differences between the sound and writing systems of their own language and the target language.	Identify patterns and explain discrepancies between the sound and writing systems of their own language and the target language.	Compare the writing system of the target language to their own and discuss the nature of other writing systems.
Culture COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	Compare daily routines, celebrations etc. in their culture and the target culture.	Compare and contrast the role of family, schools schedules, value of social media etc. in their culture and the target culture.	Compare and contrast the value placed on work, leisure time, health and wellness in their culture and the target culture.
	Identify, describe and compare/contrast products and their use in the target culture and their own (ex. toys, clothing, food).	Identify, investigate and compare/contrast the function of everyday objects (ex. toys, tools, clothing, food) produced in the target culture and their own.	Identify, analyze and discuss tangible and intangible products and their use in the target culture and their own as represented in authentic materials.
	Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and their own.	Document and contrast verbal and non-verbal behavior in daily activities among peers or mixed groups in the target culture and their own.	Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and their own.
	Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and their own.	Hypothesize about the relationship between cultural perspectives and expressive products (visual arts, music, and literature) by analyzing selected products for the target culture and their own.	Identify, examine and analyze the relationship between cultural products, practices, and perspectives in the target culture and their own by conducting research, observations, or interviews.

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PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Communities

	Novice	Intermediate	Advanced
School and Global Communities COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.	Communicate on a personal level with speakers of the language in person or via email, video chats etc.	Present information gained from a native speaker about a cultural event or topic of interest in the target language.	Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concerns.
	Identify professions that require proficiency in another language.	Discuss steps to becoming a professional in a field requiring language proficiency.	Participate in a career exploration or school-to-work project which requires proficiency in the language and culture.
	Simulate interactions that might take place in a community setting using the target culture/language.	Discuss their preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language.	Discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in class.
Lifelong learning COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.	Reflect on their progress in communication skills and collect evidence to support their growth.	Collect evidence showing that learning targets for each unit have been met.	Document language growth through collecting evidence and records that support meeting or exceeding the learning targets for each unit.
	Explore and interpret media and materials from the target culture for enjoyment.	Exchange information with native speakers and use various media to view cultural events for entertainment/learning.	Attend events or use media from the target culture for entertainment or personal growth.
	Attend cultural or social events from the target culture.	Seek community /online activities that foster an interaction with native speakers of the target language.	Explore online resources to find sites of personal interest where they can use the target language to maintain and increase their language skills.

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THEATRE												
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?											Creating
	K TH:Cr1.1.K.	1 TH:Cr1.1.1.	2 TH:Cr1.1.2.	3 TH:Cr1.1.3.	4 TH:Cr1.1.4.	5 TH:Cr.1.1.5.	6 TH:Cr1.1.6	7 TH:Cr.1.1.7.	8 TH:Cr1.1.8.	HS Proficient TH:Cr1.1.I.	HS Accomplished TH:Cr1.1.II.	
Envision/Conceptualize	a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds , and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds , and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	a. Identify possible solutions to staging challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies to create the visual composition of a drama/ theatre work.
	b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama , story drama , creative drama).	b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.	b. Identify solutions to design challenges in a drama/theatre work.	b. Explain and present solutions to design challenges in a drama/ theatre work.	b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
		c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	c. Develop a scripted or improvised character by articulating the character's inner thoughts , objectives , and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

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Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?												Creating
	K TH:Cr2-K.	1 TH:Cr2-1.	2 TH:Cr2-2.	3 TH:Cr2-3.	4 TH:Cr2-4.	5 TH:Cr2-5.	6 TH:Cr2-6.	7 TH:Cr2-7.	8 TH:Cr2-8.	HS Proficient TH:Cr2-I.	HS Accomplished TH:Cr2-II.	HS Advanced TH:Cr2-III.	
Develop	a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for a drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots .	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances .	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.	Develop
	b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	

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Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?												Creating
	K TH:Cr3.1.K.	1 TH:Cr3.1.1.	2 TH:Cr3.1.2.	3 TH:Cr3.1.3.	4 TH:Cr3.1.4.	5 TH:Cr3.1.5.	6 TH:Cr3.1.6.	7 TH:Cr3.1.7.	8 TH:Cr3.1.8.	HS Proficient TH:Cr3.1.I.	HS Accomplished TH:Cr3.1.II.	HS Advanced TH:Cr3.1.III.	
Rehearse	a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	a. Articulate and examine choices to refine a devised or scripted drama/theatre work.	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions .	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions .	Rehearse
		b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	b. Synthesize ideas from research, script analysis , and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	
		c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.	c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.	c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	

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THEATRE												
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?											Performing
	K TH:Pr4.1.K.	1 TH:Pr4.1.1.	2 TH:Pr4.1.2.	3 TH:Pr4.1.3.	4 TH:Pr4.1.4.	5 TH:Pr4.1.5.	6 TH:Pr4.1.6.	7 TH:Pr4.1.7.	8 TH:Pr4.1.8.	HS Proficient TH:Pr4.1.I.	HS Accomplished TH:Pr4.1.II. TH:Pr4.1.III.	
Select	a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply the elements of dramatic structure to a story and create a drama/theatre work.	a. Modify the dialogue and action to change the story in a drama/theatre work.	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	a. Consider various staging choices to enhance the story in a drama/theatre work.	a. Explore different pacing to better communicate the story in a drama/theatre work.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Discover how unique choices shape believable and sustainable drama/ theatre work.	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
		b. Use body, face, gestures , and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Investigate how movement and voice are incorporated into drama/theatre work.	b. Make physical choices to develop a character in a drama/theatre work.	b. Use physical choices to create meaning in a drama/theatre work.	b. Experiment with various physical choices to communicate character in a drama/theatre work.	b. Use various character objectives in a drama/theatre work.	b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	b. Shape character choices using given circumstances in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

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Performing		Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question(s): What can I do to fully prepare a performance or technical design?											Performing	
		K TH:Pr5.1.K.	1 TH:Pr5.1.1.	2 TH:Pr5.1.2.	3 TH:Pr5.1.3.	4 TH:Pr5.1.4.	5 TH:Pr5.1.5.	6 TH:Pr5.1.6.	7 TH:Pr5.1.7.	8 TH:Pr5.1.8.	HS Proficient TH:Pr5.1.I.	HS Accomplished TH:Pr5.1.II.	HS Advanced TH:Pr5.1.III.	
Preparing		a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).	a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	a. Practice selected exercises that can be used in a group setting for drama/theatre work.	a. Choose acting exercises that can be applied to a drama/theatre work.	a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Preparing
		b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify the basic technical elements that can be used in drama/theatre work.	b. Propose the use of technical elements in a drama/theatre work.	b. Demonstrate the use of technical elements in a drama/theatre work.	b. Articulate how technical elements are integrated into a drama/ theatre work.	b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.	b. Use researched technical elements to increase the impact of design for a drama/theatre production.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	
Performing		Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?											Performing	
		K TH:Pr6.1.K.	1 TH:Pr6.1.1.	2 TH:Pr6.1.2.	3 TH:Pr6.1.3.	4 TH:Pr6.1.4.	5 TH:Pr6.1.5.	6 TH:Pr6.1.6.	7 TH:Pr6.1.7.	8 TH:Pr6.1.8.	HS Proficient TH:Pr6.1.I.	HS Accomplished TH:Pr6.1.II.	HS Advanced TH:Pr6.1.III.	
Share, Present		a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Share small-group drama/theatre work, with peers as audience.	a. Present drama/theatre work informally to an audience.	a. Adapt a drama/theatre work and present it informally for an audience.	a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.	a. Perform a rehearsed drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	Share, Present

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THEATRE														
Responding	Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences. Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?													Responding
	K TH:Re7.1.K.	1 TH:Re7.1.1.	2 TH:Re7.1.2.	3 TH:Re7.1.3.	4 TH:Re7.1.4.	5 TH:Re7.1.5.	6 TH:Re7.1.6.	7 TH:Re7.1.7.	8 TH:Re7.1.8.	HS Proficient TH:Re7.1.I.	HS Accomplished TH: Re7.1.II.	HS Advanced TH: Re7.1.-III.		
Reflect	a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand why artistic choices are made in a drama/theatre work.	a. Identify artistic choices made in a drama/theatre work through participation and observation.	a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	a. Describe and record personal reactions to artistic choices in a drama/theatre work.	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	Reflect	

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Responding		Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. Essential Question(s): How can the same work of art communicate different messages to different people?											Responding		
Interpret		K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	Interpret	
		TH:Re8.1.K.	TH:Re8.1.1.	TH:Re8.1.2.	TH:Re8.1.3.	TH:Re8.1.4.	TH:Re8.1.5.	TH:Re8.1.6.	TH:Re8.1.7.	TH:Re8.1.8.	TH:Re8.1.I.	TH:Re8.1.II.	TH:Re8.1.III.		
Interpret	a. With prompting and support, identify preferences in dramatic play , a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Consider multiple personal experiences when participating in or observing a drama/theatre work.	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	a. Explain how artists make choices based on personal experience in a drama/theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	a. Recognize and share artistic choices when participating in or observing a drama/theatre work.	a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.			
	b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.	b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.			
	c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.	c. Identify and discuss physiological changes connected to emotions in drama/theatre work.	c. Investigate the effects of emotions on posture, gesture , breathing, and vocal intonation in a drama/theatre work.	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.				

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Responding		Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?											Responding				
Evaluate		K TH:Re9.1.K.	1 TH:Re9.1.1.	2 TH:Re9.1.2.	3 TH:Re9.1.3.	4 TH:Re9.1.4.	5 TH:Re9.1.5.	6 TH:Re9.1.6.	7 TH:Re9.1.7.	8 TH:Re9.1.8.	HS Proficient TH:Re9.1.I.	HS Accomplished TH:Re9.1.II.	HS Advanced TH:Re9.1.III.	Evaluate			
Evaluate		a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand how and why groups evaluate drama/theatre work.	a. Propose a plan to evaluate drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.	a. Use supporting evidence and criteria to evaluate drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	Evaluate			
			b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Consider and analyze technical elements from multiple drama/theatre works.	b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.			Evaluate	
			c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.	c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	c. Identify a specific audience or purpose for a drama/theatre work.	c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/theatre work on a specific audience.	c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	c. Verify how a drama/theatre work communicates for a specific purpose and audience.	c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.				

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THEATRE													
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?												Connecting
	K TH:Cn10.1.K.	1 TH:Cn10.1.1.	2 TH:Cn10.1.2.	3 TH:Cn10.1.3.	4 TH:Cn10.1.4.	5 TH:Cn10.1.5.	6 TH:Cn10.1.6.	7 TH:Cn10.1.7.	8 TH:Cn10.1.8.	HS Proficient TH:Cn10.1.I.	HS Accomplished TH:Cn10.1.II.	HS Advanced TH:Cn10.1.III.	
Empathize	a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	a. Explain how drama/theatre connects oneself to a community or culture.	a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Empathize
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?												Connecting
	K TH:Cn11.1.K.	1 TH:Cn11.1.1.	2 TH:Cn11.1.2.	3 TH:Cn11.1.3.	4 TH:Cn11.1.4.	5 TH:Cn11.1.5.	6 TH:Cn11.1.6.	7 TH:Cn11.1.7.	8 TH:Cn11.1.8.	HS Proficient TH:Cn11.1.I.	HS Accomplished TH:Cn11.1.II.	HS Advanced TH:Cn11.1.III.	
Interrelate	a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify connections to community, social issues and other content areas in drama/theatre work.	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	a. Investigate historical, global and social issues expressed in drama/theatre work.	a. Identify universal themes or common social issues and express them through a drama/theatre work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	Interrelate
	a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate crosscultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.	

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		b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres , or drama/theatre conventions .	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain drama/theatre terminology and conventions .	b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.
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VISUAL ARTS

VISUAL ARTS													
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?												Creating
	Kindergarten VA:Cr1.1.Ka	1st VA:Cr1.1.1a	2nd VA:Cr1.1.2a	3rd VA:Cr1.1.3a	4th VA:Cr1.1.4a	5th VA:Cr1.1.5a	6th VA:Cr1.1.6a	7th VA:Cr1.1.7a	8th VA:Cr1.1.8a	HS Proficient VA:Cr1.1.Ia	HS Accomplished VA:Cr1.1.IIa	HS Advanced VA:Cr1.1.IIIa	
Investigate – Plan – Make	Engage in exploration and imaginative play with materials .	Engage collaboratively in exploration and imaginative play with materials .	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media .	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student’s existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	
	Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?												
	Kindergarten VA:Cr1.2.Ka	1st VA:Cr1.2.1a	2nd VA:Cr1.2.2a	3rd VA:Cr1.2.3a	4th VA:Cr1.2.4a	5th VA:Cr1.2.5a	6th VA:Cr1.2.6a	7th VA:Cr1.2.7a	8th VA:Cr1.2.8a	HS Proficient VA:Cr1.2.Ia	HS Accomplished VA:Cr1.2.IIa	HS Advanced VA:Cr1.2.IIIa	
Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of presentday life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of presentday life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices , following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept .		
Investigate – Plan – Make													Investigate – Plan – Make

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Anchor Standard 2: Organize and develop artistic ideas and work.													
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches													
Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?													
Creating	Kindergarten VA:Cr2.1.Ka	1st VA:Cr2.1.1a	2nd VA:Cr2.1.2a	3rd VA:Cr2.1.3a	4th VA:Cr2.1.4a	5th VA:Cr2.1.5a	6th VA:Cr2.1.6a	7th VA:Cr2.1.7a	8th VA:Cr2.1.8a	HS Proficient VA:Cr2.1.Ia	HS Accomplished VA:Cr2.1.IIa	HS Advanced VA:Cr2.1.IIIa	Creating
Investigate	Through experimentation, build skills in various media and approaches to artmaking.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials .	Explore and invent art-making techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.	Demonstrate openness in trying new ideas, materials , methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials , methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.	Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept .	Investigate
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.													
Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?													
Creating	Kindergarten VA:Cr2.2.Ka	1st VA:Cr2.2.1a	2nd VA:Cr2.2.2a	3rd VA:Cr2.2.3a	4th VA:Cr2.2.4a	5th VA:Cr2.2.5a	6th VA:Cr2.2.6a	7th VA:Cr2.2.7a	8th VA:Cr2.2.8a	HS Proficient VA:Cr2.2.Ia	HS Accomplished VA:Cr2.2.IIa	HS Advanced VA:Cr2.2.IIIa	Creating
Investigate	a. Identify safe and non-toxic art materials , tools, and equipment.	Demonstrate safe and proper procedures for using materials , tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials , tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials , tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials , tools, and equipment.	Explain environmental implications of conservation, care, and clean-up of art materials , tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials , tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials , tools, and equipment in the creation and circulation of creative work.	Investigate
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.													
Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?													
Creating	Kindergarten VA:Cr2.3.Ka	1st VA:Cr2.3.1a	2nd VA:Cr2.3.2a	3rd VA:Cr2.3.3a	4th VA:Cr2.3.4a	5th VA:Cr2.3.5a	6th VA:Cr2.3.6a	7th VA:Cr2.3.7a	8th VA:Cr2.3.8a	HS Proficient VA:Cr2.3.Ia	HS Accomplished VA:Cr2.3.IIa	HS Advanced VA:Cr2.3.IIIa	Creating
Investigate	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design , or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	Investigate

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Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?												Creating
	Kindergarten VA:Cr3.1.Ka	1st VA:Cr3.1.1a	2nd VA:Cr3.1.2a	3rd VA:Cr3.1.3a	4th VA:Cr3.1.4a	5th VA:Cr3.1.5a	6th VA:Cr3.1.6a	7th VA:Cr3.1.7a	8th VA:Cr3.1.8a	HS Proficient VA:Cr3.1.Ia	HS Accomplished VA:Cr3.1.IIa	HS Advanced VA:Cr3.1.IIIa	
Reflect – Refine – Continue	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in artmaking.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	Reflect – Refine – Continue

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VISUAL ARTS														
Presenting	<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>													Presenting
	Kindergarten VA:Pr4.1.Ka	1st VA:Pr4.1.1a	2nd VA:Pr4.1.2a	3rd VA:Pr4.1.3a	4th VA:Pr4.1.4a	5th VA:Pr4.1.5a	6th VA:Pr4.1.6a	7th VA:Pr4.1.7a	8th VA:Pr4.1.8a	HS Proficient VA:Pr4.1.1a	HS Accomplished VA:Pr4.1.11a	HS Advanced VA:Pr4.1.111a		
Select	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving , maintaining, and presenting objects, artifacts, and artwork.	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation .	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting artwork for a specific exhibit or event.	Select	
Presenting	<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>													Presenting
	Kindergarten VA:Pr5.1.Ka	1st VA:Pr5.1.1a	2nd VA:Pr5.1.2a	3rd VA:Pr5.1.3a	4th VA:Pr5.1.4a	5th VA:Pr5.1.5a	6th VA:Pr5.1.6a	7th VA:Pr5.1.7a	8th VA:Pr5.1.8a	HS Proficient VA:Pr5.1.1a	HS Accomplished VA:Pr5.1.11a	HS Advanced VA:Pr5.1.111a		
Analyze	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation .	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements , for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats .	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	Individually or collaboratively , develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Based on criteria , analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected themebased artwork for display, and formulate exhibition narratives for the viewer.	Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.	Analyze	
Presenting	<p>Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>													Presenting
	Kindergarten VA:Pr6.1.Ka	1st VA:Pr6.1.1a	2nd VA:Pr6.1.2a	3rd VA:Pr6.1.3a	4th VA:Pr6.1.4a	5th VA:Pr6.1.5a	6th VA:Pr6.1.6a	7th VA:Pr6.1.7a	8th VA:Pr6.1.8a	HS Proficient VA:Pr6.1.1a	HS Accomplished VA:Pr6.1.11a	HS Advanced VA:Pr6.1.111a		
Share	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues .	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues , as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues .	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.	Share	

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VISUAL ARTS

VISUAL ARTS												
Responding	Anchor Standard 7: Perceive and analyze artistic work											Responding
	Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.											
Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?												
	Kindergarten VA:Re.7.1.Ka	1st VA:Re.7.1.1a	2nd VA:Re.7.1.2a	3rd VA:Re.7.1.3a	4th VA:Re.7.1.4a	5th VA:Re.7.1.5a	6th VA:Re.7.1.6a	7th VA:Re.7.1.7a	8th VA:Re.7.1.8a	HS Proficient VA:Re.7.1.la	HS Accomplished VA:Re.7.1.IIa	HS Advanced VA:Re.7.1.IIIa
Perceive	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media .	Compare one's own interpretation of a work of art with the interpretation of others.	Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
	Enduring Understanding: Visual imagery influences understanding of and responses to the world.											
Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?												
	Kindergarten VA:Re.7.2.Ka	1st VA:Re.7.2.1a	2nd VA:Re.7.2.2a	3rd VA:Re.7.2.3a	4th VA:Re.7.2.4a	5th VA:Re.7.2.5a	6th VA:Re.7.2.6a	7th VA:Re.7.2.7a	8th VA:Re.7.2.8a	HS Proficient VA:Re.7.2.la	HS Accomplished VA:Re.7.2.IIa	HS Advanced VA:Re.7.2.IIIa
Perceive	Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties .	Determine messages communicated by an image .	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery .	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery .	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

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Anchor Standard 8: Interpret intent and meaning in artistic work.													
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.													
Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?													
Responding	Kindergarten VA:Re8.1.Ka	1st VA:Re8.1.1a	2nd VA:Re8.1.2a	3rd VA:Re8.1.3a	4th VA:Re8.1.4a	5th VA:Re8.1.5a	6th VA:Re8.1.6a	7th VA:Re8.1.7a	8th VA:Re8.1.8a	HS Proficient VA:Re8.1.Ia	HS Accomplished VA:Re8.1.IIa	HS Advanced VA:Re8.1.IIIa	Responding
Analyze	Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form .	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form .	Interpret art by analyzing use of media to create subject matter, characteristics of form , and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form , and use of media .	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media , artmaking approaches , and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts .	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	Analyze
Anchor Standard 9: Apply criteria to evaluate artistic work.													
Enduring Understanding: People evaluate art based on various criteria.													
Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?													
Responding	Kindergarten VA:Re9.1.Ka	1st VA:Re9.1.1a	2nd VA:Re9.1.2a	3rd VA:Re9.1.3a	4th VA:Re9.1.4a	5th VA:Re9.1.5a	6th VA:Re9.1.6a	7th VA:Re9.1.7a	8th VA:Re9.1.8a	HS Proficient VA:Re9.1.Ia	HS Accomplished VA:Re9.1.IIa	HS Advanced VA:Re9.1.IIIa	Responding
Interpret	Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria .	Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts .	Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria .	Create a convincing and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria .	Interpret

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VISUAL ARTS														
Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?													Connecting
	Kindergarten VA:Cn10.1.Ka	1st VA:Cn10.1.1a	2nd VA:Cn10.1.2a	3rd VA:Cn10.1.3a	4th VA:Cn10.1.4a	5th VA:Cn10.1.5a	6th VA:Cn10.1.6a	7th VA:Cn10.1.7a	8th VA:Cn10.1.8a	HS Proficient VA:Cn10.1.1a	HS Accomplished VA:Cn10.1.1a	HS Advanced VA:Cn10.1.1a		
Synthesize	Create art that tells a story about a life experience.	Identify times, places, and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions .	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.	Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	Synthesize	
Connecting	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?													Connecting
	Kindergarten VA:Cn11.1.Ka	1st VA:Cn11.1.1a	2nd VA:Cn11.1.2a	3rd VA:Cn11.1.3a	4th VA:Cn11.1.4a	5th VA:Cn11.1.5a	6th VA:Cn11.1.6a	7th VA:Cn11.1.7a	8th VA:Cn11.1.8a	HS Proficient VA:Cn11.1.1a	HS Accomplished VA:Cn11.1.1a	HS Advanced VA:Cn11.1.1a		
Relate	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts .	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	Relate	

COMMUNICATION

Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?

What is the purpose of language?

What do humans do with language and to what end?

How does an increasingly interconnected world impact language learning?

<p>Interpersonal communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.</p>	<p style="text-align: right;">Objective: COMM 1.1</p> <p>Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions</p>
<p>Interpretive communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.</p>	<p style="text-align: right;">Objective: COMM 2.1</p> <p>Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>
<p>Presentational communication COMM 3: Utilize appropriate media to present an idea to an audience</p>	<p style="text-align: right;">Objective: COMM 3.1</p> <p>Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.</p> <p style="text-align: right;">Objective: COMM 3.2</p> <p>Adapt presentation to various audiences of listeners, readers, or viewers.</p>

CULTURES

Interact with cultural competence and understanding in an interconnected world.

Enduring Understanding: The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures’ perspectives is critical in the development of global competence.

Essential Question(s):

- How do a variety of cultures impact our daily lives?
- Why is cultural sensitivity an important part of gaining global competence?
- What is their perspective?
- How does their perspective influence what people do/create?

<p>Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.</p>	<p style="text-align: center;">Objective: CLTR 1.1</p> <p>Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.</p>
	<p style="text-align: center;">Objective: CLTR 1.2</p> <p>Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.</p>
	<p style="text-align: center;">Objective: CLTR 1.3</p> <p>Function appropriately in diverse contexts within the target culture.</p>
<p>Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.</p>	<p style="text-align: center;">Objective: CLTR 2.1</p> <p>Analyze the significance of a product (art, music, literature, etc...) in a target culture.</p>
	<p style="text-align: center;">Objective: CLTR 2.2</p> <p>Describe the connections of products from the target culture with the practices and perspectives of the culture.</p>
	<p style="text-align: center;">Objective: CLTR 2.3</p> <p>Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.</p>

C ONNECTIONS

Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content knowledge of those disciplines and develops critical thinking/problem solving skills.

Essential Question(s):

What role does language learning play in the educational experience of students?

How does connecting to other disciplines make students well-informed global citizens?

How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

<p>Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</p>	<p>Objective: CONN 1.1</p> <p>Compare and contrast information acquired from other content areas.</p>
	<p>Objective: CONN 1.2</p> <p>Relate information studied in other subjects to the target language and culture.</p>
<p>Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>	<p>Objective: CONN 2.1</p> <p>Access authentic materials prepared in the target language by or for native speakers.</p>
	<p>Objective: CONN 2.2</p> <p>Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers</p>
	<p>Objective: CONN 2.3</p> <p>Compare and contrast cultural similarities and differences in authentic materials.</p>

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COMPARISONS

Develop insight and understanding of target culture and language in order to interact with cultural competence.

Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

How does the target language differ from the learner’s first language?

How do the target culture’s perspectives compare to the learner’s perspective?

<p>Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p style="text-align: center;">Objective: COMP 1.1 Observe formal and informal forms of language.</p>
	<p style="text-align: center;">Objective: COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.</p>
	<p style="text-align: center;">Objective: COMP 1.3 Compare and analyze idiomatic expressions in the target language.</p>
<p>Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.</p>	<p style="text-align: center;">Objective: COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learner’s culture.</p>
	<p style="text-align: center;">Objective: COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner’s culture.</p>
	<p style="text-align: center;">Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner’s culture.</p>

COMMUNITIES

Communicate and interact with cultural competence in multilingual communities at home and around the world.

Enduring Understanding: The increasing interconnectedness of the world’s economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

Essential Question(s):

How are language proficiency and cultural competence developed?

How do continued opportunities to learn and use language increase language proficiency over a period of time?

What personal benefits are there to becoming a lifelong language learner?

<p>School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.</p>	<p>Objective: COMT 1.1 Participate in multilingual communities at home and around the world.</p>
	<p>Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.</p>
	<p>Objective: COMT 1.3 Utilize knowledge of the target language to tutor English language learners that know the target language.</p>
<p>Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.</p>	<p>Objective: COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.</p>
	<p>Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.</p>

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Dance/Creating

#DA:Cr1.1

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade K

DA:Cr1.1.K

a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

Grade 1

DA:Cr1.1.1

a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source

b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

Grade 2

DA:Cr1.1.2

a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

b. Combine a variety of movements while manipulating the elements of dance.

Grade 3

DA:Cr1.1.3

a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.

b. Explore a given movement problem. Select and demonstrate a solution.

Dance/Creating

#DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade K

DA:Cr2.1.K

a. Improvise dance that has a beginning, middle, and end.

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b.Express an idea, feeling, or image, through improvised movement moving alone or with a partner

Grade 1

DA:Cr2.1.1

a.Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

b.Choose movements that express an idea or emotion, or follow a musical phrase.

Grade 2

DA:Cr2.1.2

a.Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

b.Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

Grade 3

DA:Cr2.1.3

a.Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).

b.Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

Dance/Creating

#DA:Cr3.1

Process Component: Revise

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade K

DA:Cr3.1.K

a.Apply suggestions for changing movement through guided improvisational experiences.

b.Depict a dance movement by drawing a picture or using a symbol.

Grade 1

DA:Cr3.1.1

a.Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

b.Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

Grade 2

DA:Cr3.1.2

a.Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

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b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

Grade 3

DA:Cr3.1.3

a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.

b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

Dance/Performing

#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade K

DA:Pr4.1.K

a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.

b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.

c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

Grade 1

DA:Pr4.1.1

a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.

b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

Grade 2

DA:Pr4.1.2

a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.

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b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Grade 3

DA:Pr4.1.3

a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

c. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade K

DA:Pr5.1.K

a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.

b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

c. Move body parts in relation to other body parts and repeat and recall movements upon request.

Grade 1

DA:Pr5.1.1

a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

b. Move safely in general space through a range of activities and group formations while maintaining personal space.

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c.Modify movements and spatial arrangements upon request

Grade 2

DA:Pr5.1.2

a.Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

b.Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

c.Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

Grade 3

DA:Pr5.1.3

a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.

b.Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.

c.Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

Dance/Performing

#DA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade K

DA:Pr6.1.K

a.Dance for and with others in a designated space.

b.Select a prop to use as part of a dance.

Grade 1

DA:Pr6.1.1

a. Dance for others in a space where audience and performers occupy different areas.

b.Explore the use of simple props to enhance performance.

Grade 2

DA:Pr6.1.2

a. Dance for and with others in a space where audience and performers occupy different areas.

b.Use limited production elements (for example, hand props, simple scenery, or media projections).

Grade 3

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DA:Pr6.1.3

a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).

b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

Dance/Responding

#DA:Re7.1

Process Component: Analyze

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Grade K

DA:Re7.1.K

a. Find a movement that repeats in a dance.

b. Demonstrate or describe observed or performed dance movements

Grade 1

DA:Re7.1.1

a. Find a movement that repeats in a dance to make a pattern.

b. Demonstrate and describe observed or performed dance movements from a specific genre or culture

Grade 2

DA:Re7.1.2

a. Find movements in a dance that develop a pattern.

b. Demonstrate and describe movements in dances from different genres or cultures.

Grade 3

DA:Re7.1.3

a. Find a movement pattern that creates a movement phrase in a dance work.

b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.

Dance/Responding

#DA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Grade K

DA:Re8.1.K

a. Observe movement and describe it using simple dance terminology.

Grade 1

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DA:Re8.1.1

a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.

Grade 2

DA:Re8.1.2

a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

Grade 3

DA:Re8.1.3

a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.

Dance/Responding

#DA:Re9.1

Process Component: Critique

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade K

DA:Re9.1.K

a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.

Grade 1

DA:Re9.1.1

a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.

Grade 2

DA:Re9.1.2

a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.

Grade 3

DA:Re9.1.3

a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

Dance/Connecting

#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade K

DA:Cn10.1.K

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a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.

b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

Grade 1

DA:Cn10.1.1

a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.

b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

Grade 2

DA:Cn10.1.2

a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

Grade 3

DA:Cn10.1.3

a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.

b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.

Dance/Connecting

#DA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade K

DA:Cn11.1.K

a. Describe or demonstrate the movements in a dance that was watched or performed.

Grade 1

DA:Cn11.1.1

a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

Grade 2

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DA:Cn11.1.2

a.Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Grade 3

DA:Cn11.1.3

a.Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

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Dance/Creating

#DA:Cr1.1

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade 4

DA:Cr1.1.4

a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).

b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

Grade 5

DA:Cr1.1.5

a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

b. Construct and solve multiple movement problems to develop choreographic content.

Dance/Creating

#DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade 4

DA:Cr2.1.4

a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.

b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Grade 5

DA:Cr2.1.5

a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Dance/Creating

#DA:Cr3.1

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Process Component: Revise

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade 4

DA:Cr3.1.4

a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.

b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).

Grade 5

DA:Cr3.1.5

a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.

b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

Dance/Performing

#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade 4

DA:Pr4.1.4

a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.

b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.

c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.

Grade 5

DA:Pr4.1.5

a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.

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b.Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

c.Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade 4

DA:Pr5.1.4

a.Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

b.Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.

c.Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

Grade 5

DA:Pr5.1.5

a.Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

b.Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

c.Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

Dance/Performing

#DA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

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Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade 4

DA:Pr6.1.4

a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).

b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Grade 5

DA:Pr6.1.5

a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

Dance/Responding

#DA:Re7.1

Process Component: Analyze

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Grade 4

DA:Re7.1.4

a. Find patterns of movement in dance works that create a style or theme.

b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

Grade 5

DA:Re7.1.5

a. Find meaning or artistic intent from the patterns of movement in a dance work.

b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

Dance/Responding

#DA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

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Essential Question: How is dance interpreted?

Grade 4

DA:Re8.1.4

a.Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

Grade 5

DA:Re8.1.5

a.Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Dance/Responding

#DA:Re9.1

Process Component: Critique

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade 4

DA:Re9.1.4

a.Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

Grade 5

DA:Re9.1.5

a.Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

Dance/Connecting

#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade 4

DA:Cn10.1.4

a.Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.

b.Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.

Grade 5

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DA:Cn10.1.5

a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.

b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

Dance/Connecting

#DA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade 4

DA:Cn11.1.4

a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

Grade 5

DA:Cn11.1.5

a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

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Dance/Creating

#DA:Cr1.1

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade 6

DA:Cr1.1.6

a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).

b. Explore various movement vocabularies to transfer ideas into choreography.

Grade 7

DA:Cr1.1.7

a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.

b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

Grade 8

DA:Cr1.1.8

a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

Dance/Creating

#DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade 6

DA:Cr2.1.6

a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.

b. Determine artistic criteria to choreograph a dance study that communicates personal or

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cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

Grade 7

DA:Cr2.1.7

a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.

b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

Grade 8

DA:Cr2.1.8

a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.

b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

Dance/Creating

#DA:Cr3.1

Process Component: Revise

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade 6

DA:Cr3.1.6

a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.

b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

Grade 7

DA:Cr3.1.7

a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.

b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

Grade 8

DA:Cr3.1.8

a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how

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they clarify and enhance the artistic intent.

b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

Dance/Performing

#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade 6

DA:Pr4.1.6

a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.

c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.

Grade 7

DA:Pr4.1.7

a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.

b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.

c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

Grade 8

DA:Pr4.1.8

a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

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- c. Direct energy and dynamics in such a way that movement is textured.
- Incorporate energy and dynamics to technique exercises and dance performance.
Use energy and dynamics to enhance and project movements.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade 6

DA:Pr5.1.6

a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.

c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time

Grade 7

DA:Pr5.1.7

a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).

b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.

c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).

Grade 8

DA:Pr5.1.8

a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for

improvement.

c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

Dance/Performing

#DA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade 6

DA:Pr6.1.6

a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.

b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

Grade 7

DA:Pr6.1.7

a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.

b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.

Grade 8

DA:Pr6.1.8

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.

b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.

Dance/Responding

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#DA:Re7.1

Process Component: Analyze

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Grade 6

DA:Re7.1.6

a. Describe or demonstrate recurring patterns of movement and their relationships in dance.

b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Grade 7

DA:Re7.1.7

a. Compare, contrast, and discuss patterns of movement and their relationships in dance.

b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Grade 8

DA:Re7.1.8

a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Dance/Responding

#DA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Grade 6

DA:Re8.1.6

a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.

Grade 7

DA:Re8.1.7

a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.

Grade 8

DA:Re8.1.8

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a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

Dance/Responding

#DA:Re9.1

Process Component: Critique

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade 6

DA:Re9.1.6

a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.

Grade 7

DA:Re9.1.7

a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.

Grade 8

DA:Re9.1.8

a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Dance/Connecting

#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade 6

DA:Cn10.1.6

a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.

b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

Grade 7

DA:Cn10.1.7

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a.Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one’s own movement characteristics or qualities and how different perspectives are communicated.

b.Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.

Grade 8

DA:Cn10.1.8

a.Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives.

b.Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.

Dance/Connecting

#DA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade 6

DA:Cn11.1.6

a.Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.

Grade 7

DA:Cn11.1.7

a.Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Grade 8

DA:Cn11.1.8

a.Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

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Dance/Creating #DA:Cr1.1

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Grade Hs proficient

DA:Cr1.1.HSI

a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.

Grade Hs advanced

DA:Cr1.1.HSIII

a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.

b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

Dance/Creating #DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade Hs proficient

DA:Cr2.1.HSI

a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.

b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Grade Hs advanced

DA:Cr2.1.HSIII

a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.

b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

Dance/Creating #DA:Cr3.1

Process Component: Revise

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Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade Hs proficient

DA:Cr3.1.HSI

a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

Grade Hs advanced

DA:Cr3.1.HSIII

a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

Dance/Performing

#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade Hs proficient

DA:Pr4.1.HSI

a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.

c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

Grade Hs advanced

DA:Pr4.1.HSIII

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a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade Hs proficient

DA:Pr5.1.HSI

a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.

b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.

c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

Grade Hs advanced

DA:Pr5.1.HSIII

a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.

b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.

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c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

Dance/Performing

#DA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade Hs proficient

DA:Pr6.1.HSI

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Grade Hs advanced

DA:Pr6.1.HSIII

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.

b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

Dance/Responding

#DA:Re7.1

Process Component: Analyze

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Grade Hs proficient

DA:Re7.1.HSI

a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement

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practices within its cultural context to communicate intent. Use genre-specific dance terminology

Grade Hs advanced

DA:Re7.1.HSIII

a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.

b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology

Dance/Responding

#DA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Grade Hs proficient

DA:Re8.1.HSI

a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

Grade Hs advanced

DA:Re8.1.HSIII

a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

Dance/Responding

#DA:Re9.1

Process Component: Critique

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade Hs proficient

DA:Re9.1.HSI

a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Grade Hs advanced

DA:Re9.1.HSIII

a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

Dance/Connecting

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#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade Hs proficient

DA:Cn10.1.HSI

a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

Grade Hs advanced

DA:Cn10.1.HSIII

a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.

b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.

Dance/Connecting

#DA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade Hs proficient

DA:Cn11.1.HSI

a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate

Grade Hs advanced

DA:Cn11.1.HSIII

a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to

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the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

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Interdisciplinary Humanities Course:

Definition:

The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of **two or more** of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.

Purpose:

In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.

Design:

The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from **two or more** arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

Pedagogy:

In the Interdisciplinary Humanities classroom, the teacher(s) will have extensive expertise in two or more disciplines and will enable students to identify and apply authentic connections. Instruction will integrate essential concepts that transcend individual disciplines. The integration must be balanced in content, practices, and assessments. Structured around themes, issues, and/or movements, instruction will maintain a balance of academic study, performance, and project-based learning. The instructor will foster a collaborative environment that encourages academic risk-taking and inquiry.

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Interdisciplinary Humanities Anchor Standards

Anchor Standard 1: Connect and compare ideas, diverse cultures, and events through two or more disciplines.

Enduring Understanding: Sources of inspiration are transformed into works that express the human experience.

Essential Question(s):

- ✓ What inspires people or cultures to create?
- ✓ What connections and comparisons between ideas, cultures, and events can be made?
- ✓ What is the relationship of a work to its time/culture?

Goals and Objectives:

- Goal CC1: Understand the interdisciplinary relationships of ideas, cultures, and events.
 - Objective CC1.1: Develop a working vocabulary for the disciplines of study.
 - Objective CC1.2: Identify and articulate how a work expresses the human experience.
- Goal CC2: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.
 - Objective CC2.1: Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
 - Objective CC2.2: Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.
- Goal CC3: Understand how the human experience is represented through the arts and humanities.
 - Objective CC3.1: Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
 - Objective CC3.2: Evaluate original works and how they represent a historical event, theme, movement, and/or culture.

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Anchor Standard 2: Respond to universal themes, issues, and/or movements that express the human experience.

Enduring Understanding: Human experience repeats itself.

Essential Questions(s):

- ✓ How do themes, issues, and/or movements shape the human experience?
- ✓ How do we learn from the human experience?

Goals and Objectives:

- Goal RES1: Conduct analyses in the arts and humanities disciplines.
 - Objective RES 1.1: Summarize how the human experience is expressed through the arts and humanities.
 - Objective RES 1.2: Interpret content knowledge from multiple perspectives and/or sources.
 - Objective RES 1.3: Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.

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Anchor Standard 3: Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.

Enduring Understanding: Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s):

- ✓ How does creating enrich people’s lives?
- ✓ How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process?
- ✓ What role does persistence play in the creative process?

Goals and Objectives:

- Goal CR1: Communicate in the arts and humanities disciplines through creative expression
 - Objective CR1.1: Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
 - Objective CR1.2: Engage in collaborative learning to foster the creative process.
 - Objective CR1.3: Create an original product that interprets and/or investigates themes, issues, and/or movements.
 - Objective CR1.4: Revise, refine and develop an original work.

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Anchor Standard 4: Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.

Enduring Understanding: Connections between multiple disciplines are visible through the presentation/performance of original works.

Essential Question(s):

- ✓ How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience?
- ✓ How do we select the best method of performance/presentation/production to convey meaning?

Goals and Objectives:

- Goal PR1: Perform/present/produce an original work or interpretation of a work for an audience.
 - Objective PR1.1: Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
 - Objective PR 1.2: Convey meaning through their presentation/performance.
- Goal PR2: Justify choices made in creating or interpreting a work.
 - Objective PR2.1: Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
 - Objective PR 2.2: Engage in constructive critique with peers.

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Anchor Standard 5: Reflect on the process of creating/interpreting/presenting a work.

Enduring Understanding: Reflection on the creative process deepens understanding of the content and the creator.

Essential Question(s):

- ✓ How is the quality of a performance/presentation/production determined?
- ✓ When does the creator know that a work is finished?
- ✓ How do the arts and humanities enhance and empower our lives?

Goals and Objectives:

- Goal REF1: Evaluate one's own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.
 - Objective REF 1.1: Utilize and apply a set of aesthetic criteria in evaluating the quality of one's own work and works of others.
 - Objective REF 1.2: Respond to critique and criteria to revise or justify one's own work.
- Goal REF2: Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.

Media Arts/Creating

#MA:Cr1.1.1

Process Component: Conceive

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade K

MA:Cr1.1.1.K

a. Discover and share ideas for media artworks using play and experimentation.

Grade 1

MA:Cr1.1.1.1

a. Express and share ideas for media artworks through sketching and modeling.

Grade 2

MA:Cr1.1.1.2

a. Discover multiple ideas for media artworks through brainstorming and improvising.

Grade 3

MA:Cr1.1.1.3

a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

Media Arts/Creating

#MA:Cr2.1.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade K

MA:Cr2.1.1.K

a. With guidance, use ideas to form plans or models for media arts productions.

Grade 1

MA:Cr2.1.1.1

a. With guidance, use identified ideas to form plans and models for media arts productions.

Grade 2

MA:Cr2.1.1.2

a. Choose ideas to create plans and models for media arts productions.

Grade 3

MA:Cr2.1.1.3

a. Form, share, and test ideas, plans, and models to prepare for media arts productions.

Media Arts/Creating

#MA:Cr3.1

Process Component: Construct

Anchor Standard: Refine and complete artistic work.

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Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade K

MA:Cr3.1.K

a. Form and capture media arts content for expression and meaning in media arts productions.

b. Make changes to the content, form, or presentation of media artworks and share results.

Grade 1

MA:Cr3.1.1

a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.

b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.

Grade 2

MA:Cr3.1.2

a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.

b. Test and describe expressive effects in altering, refining, and completing media artworks.

Grade 3

MA:Cr3.1.3

a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.

b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

Media Arts/Producing

#MA:Pr4.1

Process Component: Integrate

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question: How are complex media arts experiences constructed?

Grade K

MA:Pr4.1.K

a. With guidance, combine arts forms and media content, such as dance and video, to form media artworks.

Grade 1

MA:Pr4.1.1

a. Combine varied academic, arts, and media content in media artworks, such as an illustrated story,

Grade 2

MA:Pr4.1.2

a.Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.

Grade 3

MA:Pr4.1.3

a.Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

Media Arts/Producing

#MA:Pr5.1

Process Component: Practice

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade K

MA:Pr5.1.K

a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.

b. Identify and demonstrate creative skills, such as performing, within media arts productions.

c. Practice, discover, and share how media arts creation tools work.

Grade 1

MA:Pr5.1.1

a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.

b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.

c. Experiment with and share different ways to use tools and techniques to construct media artworks.

Grade 2

MA:Pr5.1.2

a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.

b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.

c. Demonstrate and explore identified methods to use tools to capture and form media artworks.

Grade 3

MA:Pr5.1.3

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a.Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.

b.Exhibit basic creative skills to invent new content and solutions within and through media arts productions.

c.Exhibit standard use of tools and techniques while constructing media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade K

MA:Pr6.1.K

a.With guidance, identify and share roles and the situation in presenting media artworks.

b.With guidance, identify and share reactions to the presentation of media artworks.

Grade 1

MA:Pr6.1.1

a.With guidance, discuss presentation conditions and perform a task in presenting media artworks.

b.With guidance, discuss the experience of the presentation of media artworks.

Grade 2

MA:Pr6.1.2

a.Identify and describe presentation conditions and perform task(s) in presenting media artworks.

b.Identify and describe the experience and share results of presenting media artworks.

Grade 3

MA:Pr6.1.3

a.Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.

b.Identify and describe the experience, and share results of and improvements for presenting media artworks.

Media Arts/Responding

#MA:Re7.1

Process Component: Perceive

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Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade K

MA:Re7.1.K

a. Recognize and share components and messages in media artworks.

b. Recognize and share how a variety of media artworks create different experiences.

Grade 1

MA:Re7.1.1

a. Identify components and messages in media artworks.

b. With guidance, identify how a variety of media artworks create different experiences.

Grade 2

MA:Re7.1.2

a. Identify and describe the components and messages in media artworks.

b. Identify and describe how a variety of media artworks create different experiences.

Grade 3

MA:Re7.1.3

a. Identify and describe how messages are created by components in media artworks.

b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

Media Arts/Responding

#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade K

MA:Re8.1.K

a. With guidance, share observations regarding a variety of media artworks.

Grade 1

MA:Re8.1.1

a. With guidance, identify the meanings of a variety of media artworks.

Grade 2

MA:Re8.1.2

a. Determine the purposes and meanings of media artworks, considering their context.

Grade 3

MA:Re8.1.3

a. Determine the purposes and meanings of media artworks while describing their context.

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Media Arts/Responding

#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade K

MA:Re9.1.K

a.Share appealing qualities and possible changes in media artworks.

Grade 1

MA:Re9.1.1

a.Identify the effective parts of and possible changes to media artworks considering viewers.

Grade 2

MA:Re9.1.2

a.Discuss the effectiveness of and improvements for media artworks, considering their context.

Grade 3

MA:Re9.1.3

a.Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

Media Arts/Connecting

#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade K

MA:Cn10.1.K

a.Use personal experiences and choices in making media artworks.

b.Share memorable experiences of media artworks.

Grade 1

MA:Cn10.1.1

a.Use personal experiences, interests, and models in creating media artworks.

b.Share meaningful experiences of media artworks.

Grade 2

MA:Cn10.1.2

a.Use personal experiences, interests, information, and models in creating media artworks.

b.Discuss experiences of media artworks, describing their meaning and purpose.

Grade 3

MA:Cn10.1.3

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a. Use personal and external resources, such as interests, information, and models, to create media artworks.

b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.

Media Arts/Connecting

#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade K

MA:Cn11.1.K

a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.

b. With guidance, interact safely and appropriately with media arts tools and environments.

Grade 1

MA:Cn11.1.1

a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.

b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

Grade 2

MA:Cn11.1.2

a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.

b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

Grade 3

MA:Cn11.1.3

a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.

b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

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Media Arts/Creating

#MA:Cr1.1.1

Process Component: Conceive

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade 4

MA:Cr1.1.1.4

a. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.

Grade 5

MA:Cr1.1.1.5

a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

Media Arts/Creating

#MA:Cr2.1.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade 4

MA:Cr2.1.1.4

a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

Grade 5

MA:Cr2.1.1.5

a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Media Arts/Creating

#MA:Cr3.1

Process Component: Construct

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade 4

MA:Cr3.1.4

a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such

as balance and contrast.

b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

Grade 5

MA:Cr3.1.5

a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.

b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

Media Arts/Producing

#MA:Pr4.1

Process Component: Integrate

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question: How are complex media arts experiences constructed?

Grade 4

MA:Pr4.1.4

a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.

Grade 5

MA:Pr4.1.5

a. Create media artworks through the integration of multiple contents and forms, such as a media broadcast.

Media Arts/Producing

#MA:Pr5.1

Process Component: Practice

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade 4

MA:Pr5.1.4

a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.

b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.

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c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

Grade 5

MA:Pr5.1.5

a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.

b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.

c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade 4

MA:Pr6.1.4

a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.

b. Explain results of and improvements for presenting media artworks.

Grade 5

MA:Pr6.1.5

a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.

b. Compare results of and improvements for presenting media artworks.

Media Arts/Responding

#MA:Re7.1

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade 4

MA:Re7.1.4

a. Identify, describe, and explain how messages are created by components in media artworks.

b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.

Grade 5

MA:Re7.1.5

a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.

b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

Media Arts/Responding

#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade 4

MA:Re8.1.4

a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Grade 5

MA:Re8.1.5

a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

Media Arts/Responding

#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade 4

MA:Re9.1.4

a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

Grade 5

MA:Re9.1.5

a. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

Media Arts/Connecting

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#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade 4

MA:Cn10.1.4

a.Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.

b.Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

Grade 5

MA:Cn10.1.5

a.Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.

b.Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

Media Arts/Connecting

#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade 4

MA:Cn11.1.4

a.Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.

b.Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

Grade 5

MA:Cn11.1.5

a.Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.

b.Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

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Media Arts/Creating

#MA:Cr1.1.1

Process Component: Conceive

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade 6

MA:Cr1.1.1.6

a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.

Grade 7

MA:Cr1.1.1.7

a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.

Grade 8

MA:Cr1.1.1.8

a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

Media Arts/Creating

#MA:Cr2.1.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade 6

MA:Cr2.1.1.6

a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.

Grade 7

MA:Cr2.1.1.7

a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

Grade 8

MA:Cr2.1.1.8

a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

Media Arts/Creating

#MA:Cr3.1

Process Component: Construct

**STATE DEPARTMENT OF EDUCATION
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Anchor Standard: Refine and complete artistic work.

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade 6

MA:Cr3.1.6

a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.

b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.

Grade 7

MA:Cr3.1.7

a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.

b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

Grade 8

MA:Cr3.1.8

a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.

b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

Media Arts/Producing

#MA:Pr4.1

Process Component: Integrate

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question: How are complex media arts experiences constructed?

Grade 6

MA:Pr4.1.6

a. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.

Grade 7

MA:Pr4.1.7

a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.

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Grade 8

MA:Pr4.1.8

a.Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.

Media Arts/Producing

#MA:Pr5.1

Process Component: Practice

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade 6

MA:Pr5.1.6

a.Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.

b.Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.

c.Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.

Grade 7

MA:Pr5.1.7

a.Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.

b.Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.

c.Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.

Grade 8

MA:Pr5.1.8

a.Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.

b.Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.

c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade 6

MA:Pr6.1.6

a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

b. Analyze results of and improvements for presenting media artworks.

Grade 7

MA:Pr6.1.7

a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.

Grade 8

MA:Pr6.1.8

a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.

b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

Media Arts/Responding

#MA:Re7.1

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade 6

MA:Re7.1.6

a. Identify, describe, and analyze how message and meaning are created by components in media artworks.

b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.

Grade 7

MA:Re7.1.7

a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.

b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

Grade 8

MA:Re7.1.8

a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.

b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.

Media Arts/Responding

#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade 6

MA:Re8.1.6

a. Analyze the intent of a variety of media artworks, using given criteria.

Grade 7

MA:Re8.1.7

a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

Grade 8

MA:Re8.1.8

a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

Media Arts/Responding

#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade 6

MA:Re9.1.6

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a.Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

Grade 7

MA:Re9.1.7

a.Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

Grade 8

MA:Re9.1.8

a.Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Media Arts/Connecting

#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade 6

MA:Cn10.1.6

a.Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.

b.Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.

Grade 7

MA:Cn10.1.7

a.Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.

b.Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.

Grade 8

MA:Cn10.1.8

a.Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

b.Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

Media Arts/Connecting

#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade 6

MA:Cn11.1.6

a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.

Grade 7

MA:Cn11.1.7

a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.

b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.

Grade 8

MA:Cn11.1.8

a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

Media Arts/Creating

#MA:Cr1.1.1

Process Component: Conceive

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade Hs proficient

MA:Cr1.1.1.HSI

a. identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Grade Hs accomplished

MA:Cr1.1.1.HSII

a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

Grade Hs advanced

MA:Cr1.1.1.HSIII

a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Media Arts/Creating

#MA:Cr2.1.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade Hs proficient

MA:Cr2.1.1.HSI

a. aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Grade Hs accomplished

MA:Cr2.1.1.HSII

a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

Grade Hs advanced

MA:Cr2.1.1.HSIII

a. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Media Arts/Creating

#MA:Cr3.1

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Process Component: Construct

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade Hs proficient

MA:Cr3.1.HSI

a.Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.

b.Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Grade Hs accomplished

MA:Cr3.1.HSII

a.Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

b.Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Grade Hs advanced

MA:Cr3.1.HSIII

a.Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.

b.Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Media Arts/Producing

#MA:Pr4.1

Process Component: Integrate

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question: How are complex media arts experiences constructed?

Grade Hs proficient

MA:Pr4.1.HSI

a.Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Grade Hs accomplished

MA:Pr4.1.HSII

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a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

Grade Hs advanced

MA:Pr4.1.HSIII

a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.

Media Arts/Producing

#MA:Pr5.1

Process Component: Practice

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade Hs proficient

MA:Pr5.1.HSI

a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.

c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

Grade Hs accomplished

MA:Pr5.1.HSII

a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.

c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.

Grade Hs advanced

MA:Pr5.1.HSIII

a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

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b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.

c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade Hs proficient

MA:Pr6.1.HSI

a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

Grade Hs accomplished

MA:Pr6.1.HSII

a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels

b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

Grade Hs advanced

MA:Pr6.1.HSIII

a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.

b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

Media Arts/Responding

#MA:Re7.1

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

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Grade Hs proficient

MA:Re7.1.HSI

a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

Grade Hs accomplished

MA:Re7.1.HSII

a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.

b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.

Grade Hs advanced

MA:Re7.1.HSIII

a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.

b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Media Arts/Responding

#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade Hs proficient

MA:Re8.1.HSI

a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Grade Hs accomplished

MA:Re8.1.HSII

a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Grade Hs advanced

MA:Re8.1.HSIII

a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Media Arts/Responding

#MA:Re9.1

Process Component: Evaluate

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Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade Hs proficient

MA:Re9.1.HSI

a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Grade Hs accomplished

MA:Re9.1.HSII

a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

Grade Hs advanced

MA:Re9.1.HSIII

a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Media Arts/Connecting

#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade Hs proficient

MA:Cn10.1.HSI

a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

Grade Hs accomplished

MA:Cn10.1.HSII

a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

Grade Hs advanced

MA:Cn10.1.HSIII

a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.

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b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Media Arts/Connecting

#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade Hs proficient

MA:Cn11.1.HSI

a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.

b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

Grade Hs accomplished

MA:Cn11.1.HSII

a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.

b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Grade Hs advanced

MA:Cn11.1.HSIII

a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

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General Music/Creating

#MU:Cr1.1

Process Component: GMS-Imagine - Generate musical ideas for various purposes and contexts.

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Grade K

MU:Cr1.1.K

a. With guidance, explore and experience music concepts (such as beat and melodic contour).

b. With guidance, generate musical ideas (such as movements or motives).

Grade 1

MU:Cr1.1.1

a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

Grade 2

MU:Cr1.1.2

a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

Grade 3

MU:Cr1.1.3

a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

Grade 4

MU:Cr1.1.4

a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

Grade 5

MU:Cr1.1.5

a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

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b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Grade 6

MU:Cr1.1.6

Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Novice

MU:Cr1.1.7

Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Proficient

MU:Cr1.1.8

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent

General Music/Creating

#MU:Cr2.1

Process Component: GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade K

MU:Cr2.1.K

a. With guidance, demonstrate and choose favorite musical ideas.

b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Grade 1

MU:Cr2.1.1

a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Grade 2

MU:Cr2.1.2

a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

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b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Grade 3

MU:Cr2.1.3

a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Grade 4

MU:Cr2.1.4

a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Grade 5

MU:Cr2.1.5

a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

Grade 6

MU:Cr2.1.6

a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

Novice

MU:Cr2.1.7

a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

Proficient

MU:Cr2.1.8

a. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and

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release, unity and variety, balance, and convey expressive intent.

b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

General Music/Creating

#MU:Cr3.1

Process Component: GMS-Evaluate and Refine -Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade K

MU:Cr3.1.K

a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

Grade 1

MU:Cr3.1.1

a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Grade 2

MU:Cr3.1.2

a. Interpret and apply personal, peer, and teacher feedback to revise personal music.

Grade 3

MU:Cr3.1.3

a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

Grade 4

MU:Cr3.1.4

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

Grade 5

MU:Cr3.1.5

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Grade 6

MU:Cr3.1.6

a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

Novice

MU:Cr3.1.7

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a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

Proficient

MU:Cr3.1.8

a. Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

General Music/Creating

#MU:Cr3.2

Process Component: GMS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade K

MU:Cr3.2.K

With guidance, demonstrate a final version of personal musical ideas to peers.

Grade 1

MU:Cr3.2.1

With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Grade 2

MU:Cr3.2.2

Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Grade 3

MU:Cr3.2.3

Present the final version of personal created music to others, and describe connection to expressive intent.

Grade 4

MU:Cr3.2.4

Present the final version of personal created music to others, and explain connection to expressive intent.

Grade 5

MU:Cr3.2.5

Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Grade 6

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MU:Cr3.2.6

Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

Novice

MU:Cr3.2.7

Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

Proficient

MU:Cr3.2.8

Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

General Music/Performing

#MU:Pr4.1

Process Component: GMS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade K

MU:Pr4.1.K

With guidance, demonstrate and state personal interest in varied musical selections.

Grade 1

MU:Pr4.1.1

With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Grade 2

MU:Pr4.1.2

Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Grade 3

MU:Pr4.1.3

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Grade 4

MU:Pr4.1.4

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

Grade 5

MU:Pr4.1.5

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

Grade 6

MU:Pr4.1.6

Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen

Novice

MU:Pr4.1.7

Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

Proficient

MU:Pr4.1.8

Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

General Music/Performing

#MU:Pr4.2

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade K

MU:Pr4.2.K

a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Grade 1

MU:Pr4.2.1

a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Grade 2

MU:Pr4.2.2

a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

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b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Grade 3

MU:Pr4.2.3

a. Demonstrate understanding of the structure in music selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

Grade 4

MU:Pr4.2.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

Grade 5

MU:Pr4.2.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

Grade 6

MU:Pr4.2.6

a. Explain how understanding the structure and the elements of music are used in music selected for performance.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c. Identify how cultural and historical context inform performances.

Novice

MU:Pr4.2.7

a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c. Identify how cultural and historical context inform performances and result in different music interpretations.

Proficient

MU:Pr4.2.8

a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

General Music/Performing

#MU:Pr4.3

Process Component: GMS-Interpret - Develop personal interpretations that consider creators' intent.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Grade K

MU:Pr4.3.K

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Grade 1

MU:Pr4.3.1

Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

Grade 2

MU:Pr4.3.2

Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Grade 3

MU:Pr4.3.3

Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Grade 4

MU:Pr4.3.4

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Grade 5

MU:Pr4.3.5

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Grade 6

MU:Pr4.3.6

Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Novice

MU:Pr4.3.7

Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Proficient

MU:Pr4.3.8

Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

General Music/Performing

#MU:Pr5.1

Process Component: GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade K

MU:Pr5.1.K

a. With guidance, apply personal, teacher, and peer feedback to refine performances.

b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

Grade 1

MU:Pr5.1.1

a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.

b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Grade 2

MU:Pr5.1.2

a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

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b.Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Grade 3

MU:Pr5.1.3

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

b.Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Grade 4

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Grade 5

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b.Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Grade 6

MU:Pr5.1.6

a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

Novice

MU:Pr5.1.7

a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Proficient

MU:Pr5.1.8

a. Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

General Music/Performing

#MU:Pr6.1

Process Component: GMS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

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Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade K

MU:Pr6.1.K

a. With guidance, perform music with expression.

b. Perform appropriately for the audience.

Grade 1

MU:Pr6.1.1

a. With limited guidance, perform music for a specific purpose with expression.

b. Perform appropriately for the audience and purpose.

Grade 2

MU:Pr6.1.2

a. Perform music for a specific purpose with expression and technical accuracy.

b. Perform appropriately for the audience and purpose.

Grade 3

MU:Pr6.1.3

a. Perform music with expression and technical accuracy.

b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Grade 4

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Grade 5

MU:Pr6.1.5

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Grade 6

MU:Pr6.1.6

a. Perform the music with technical accuracy to convey the creator's intent.

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b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

Novice

MU:Pr6.1.7

a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

Proficient

MU:Pr6.1.8

a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

General Music/Responding

#MU:Re7.1

Process Component: GMS-Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Grade K

MU:Re7.1.K

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

Grade 1

MU:Re7.1.1

With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Grade 2

MU:Re7.1.2

Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Grade 3

MU:Re7.1.3

Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

Grade 4

MU:Re7.1.4

Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

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Grade 5

MU:Re7.1.5

Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Grade 6

MU:Re7.1.6

Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

Novice

MU:Re7.1.7

Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

Proficient

MU:Re7.1.8

Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

General Music/Responding

#MU:Re7.2

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade K

MU:Re7.2.K

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1

MU:Re7.2.1

With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Grade 2

MU:Re7.2.2

Describe how specific music concepts are used to support a specific purpose in music.

Grade 3

MU:Re7.2.3

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Grade 4

MU:Re7.2.4

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5

MU:Re7.2.5

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6

MU:Re7.2.6

a. Describe how the elements of music and expressive qualities relate to the structure of the pieces

b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice

MU:Re7.2.7

a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient

MU:Re7.2.8

a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

General Music/Responding

#MU:Re8.1

Process Component: GMS-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Grade K

MU:Re8.1.K

With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Grade 1

MU:Re8.1.1

With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Grade 2

MU:Re8.1.2

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Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

Grade 3

MU:Re8.1.3

Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Grade 4

MU:Re8.1.4

Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent

Grade 5

MU:Re8.1.5

Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent

Grade 6

MU:Re8.1.6

Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

Novice

MU:Re8.1.7

Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent

Proficient

MU:Re8.1.8

Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

General Music/Responding

#MU:Re9.1

Process Component: GMS-Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade K

MU:Re9.1.K

With guidance, apply personal and expressive preferences in the evaluation of music.

Grade 1

MU:Re9.1.1

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With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

Grade 2

MU:Re9.1.2

Apply personal and expressive preferences in the evaluation of music for specific purposes.

Grade 3

MU:Re9.1.3

Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Grade 4

MU:Re9.1.4

Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Grade 5

MU:Re9.1.5

Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Grade 6

MU:Re9.1.6

Apply teacher-provided criteria to evaluate musical works or performances.

Novice

MU:Re9.1.7

Select from teacher-provided criteria to evaluate musical works or performances.

Proficient

MU:Re9.1.8

Apply appropriate personally-developed criteria to evaluate musical works or performances.

General Music/Connecting

#MU:Cn10.0

Process Component: GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade K

MU:Cn10.0.K

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

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Grade 1

MU:Cn10.0.1

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 2

MU:Cn10.0.2

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 3

MU:Cn10.0.3

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 4

MU:Cn10.0.4

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 5

MU:Cn10.0.5

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 6

MU:Cn10.0.6

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Novice

MU:Cn10.0.7

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Proficient

MU:Cn10.0.8

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

General Music/Connecting

#MU:Cn11.0

Process Component: GMS-Connect #11- Relate musical ideas and works with varied context to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Grade K

MU:Cn11.0.K

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Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 1

MU:Cn11.0.1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 2

MU:Cn11.0.2

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 3

MU:Cn11.0.3

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 4

MU:Cn11.0.4

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 5

MU:Cn11.0.5

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 6

MU:Cn11.0.6

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Novice

MU:Cn11.0.7

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Proficient

MU:Cn11.0.8

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

General Music Theory Composition/Responding

#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade K

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MU:Re7.2.C.K

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1

MU:Re7.2.C.1

With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Grade 2

MU:Re7.2.C.2

Describe how specific music concepts are used to support a specific purpose in music.

Grade 3

MU:Re7.2.C.3

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Grade 4

MU:Re7.2.C.4

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5

MU:Re7.2.C.5

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6

MU:Re7.2.C.6

a. Describe how the elements of music and expressive qualities relate to the structure of the pieces

b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice

MU:Re7.2.C.7

a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient

MU:Re7.2.C.8

a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

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General Music Harmonizing Instruments/Performing (ie. Keyboard/Guitar)

#MU:Pr4.2.H

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade K

MU:Pr4.2.H.K

a. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Grade 1

MU:Pr4.2.H.1

a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Grade 2

MU:Pr4.2.H.2

a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Grade 3

MU:Pr4.2.H.3

a. Demonstrate understanding of the structure in music selected for performance.

b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

Grade 4

MU:Pr4.2.H.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

Grade 5

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MU:Pr4.2.H.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

Grade 6

MU:Pr4.2.H.6

a. Explain how understanding the structure and the elements of music are used in music selected for performance.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c. Identify how cultural and historical context inform performances.

Grade 7

MU:Pr4.2.H.7

a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c. Identify how cultural and historical context inform performances and result in different music interpretations.

Grade 8

MU:Pr4.2.H.8

a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

General Music Theory Composition/Responding

#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade K

MU:Re7.2.C.K

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1

MU:Re7.2.C.1

With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Grade 2

MU:Re7.2.C.2

Describe how specific music concepts are used to support a specific purpose in music.

Grade 3

MU:Re7.2.C.3

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Grade 4

MU:Re7.2.C.4

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5

MU:Re7.2.C.5

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6

MU:Re7.2.C.6

a. Describe how the elements of music and expressive qualities relate to the structure of the pieces

b. Identify the context of music from a variety of genres, cultures, and historical periods.

Novice

MU:Re7.2.C.7

a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient

MU:Re7.2.C.8

a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

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b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

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Music Harmonizing Instruments/Creating

#MU:Cr1.1

Process Component: MHI-Imagine- Generate musical ideas for various purposes and contexts.

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Grade Novice

MU:Cr1.1. Novice

Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Grade Intermediate

MU:Cr1.1. Intermediate

Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Grade Proficient

MU:Cr1.1. I

Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced

MU:Cr1.1. III

Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Music Harmonizing Instruments/Creating

#MU:Cr2.1.H

Process Component: MHI-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade Novice

MU:Cr2.1.H. Novice

a. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Grade Intermediate

MU:Cr2.1.H. Intermediate

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Grade Proficient

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MU:Cr2.1.H. I

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced

MU:Cr2.1.H. III

Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Music Harmonizing Instruments/Creating

#MU:Cr3.1.H

Process Component: MHI-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade Novice

MU:Cr3.1.H. Novice

Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Grade Intermediate

MU:Cr3.1.H. Intermediate

Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Grade Proficient

MU:Cr3.1.H. I

Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Grade Advanced

MU:Cr3.1.H. III

Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Music Harmonizing Instruments/Creating

#MU:Cr3.2.H

Process Component: MHI-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade Novice

MU:Cr3.2.H. Novice

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a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Grade Intermediate

MU:Cr3.2.H. Intermediate

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Proficient

MU:Cr3.2.H. I

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Advanced

MU:Cr3.2.H. III

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Music Harmonizing Instruments/Performing

#MU:Pr4.1.H

Process Component: MHI-Select- Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Novice

MU:Pr4.1.H. Novice

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

Grade Intermediate

MU:Pr4.1.H. Intermediate

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

Grade Proficient

MU:Pr4.1.H. I

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a.Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced

MU:Pr4.1.H. III

a.Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Music Harmonizing Instruments/Performing

#MU:Pr4.2.H

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Novice

MU:Pr4.2.H.7

a.Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c. Identify how cultural and historical context inform performances and result in different music interpretations.

Grade Proficient

MU:Pr4.2.H.8

a.Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identify how cultural and historical context inform performances and result in different musical effects.

Music Harmonizing Instruments/Performing

#MU:Pr4.3.H

Process Component: MHI-Interpret - Develop personal interpretations that consider creators' intent.

Anchor Standard: Select, analyze and interpret work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Grade Novice

MU:Pr4.3.H. Novice

Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Grade Intermediate

MU:Pr4.3.H. Intermediate

Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Grade Proficient

MU:Pr4.3.H. I

Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced

MU:Pr4.3.H. III

Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Music Harmonizing Instruments/Performing

#MU:Pr5.1.H

Process Component: MHI-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade Novice

MU:Pr5.1.H. Novice

a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

Grade Intermediate

MU:Pr5.1.H. Intermediate

a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

Grade Proficient

MU:Pr5.1.H. I

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a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

Grade Advanced

MU:Pr5.1.H. III

a. Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

Music Harmonizing Instruments/Performing

#MU:Pr6.1.H

Process Component: MHI-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade Novice

MU:Pr6.1.H. Novice

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Grade Intermediate

MU:Pr6.1.H. Intermediate

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Proficient

MU:Pr6.1.H. I

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Advanced

MU:Pr6.1.H. III

a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Music Harmonizing Instruments/Responding

#MU:Re7.1.H

Process Component: MHI-Select- Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Grade Novice

MU:Re7.1.H. Novice

a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.

Grade Intermediate

MU:Re7.1.H. Intermediate

a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

Grade Proficient

MU:Re7.1.H. I

a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Grade Advanced

MU:Re7.1.H. III

a. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

Music Harmonizing Instruments/Responding

#MU:Re7.2.H

Process Component: MHI-Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade Novice

MU:Re7.2.H. Novice

a. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Grade Intermediate

MU:Re7.2.H. Intermediate

a. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

Grade Proficient

MU:Re7.2.H. I

a. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

Grade Advanced

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MU:Re7.2.H. III

a. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Music Harmonizing Instruments/Responding

#MU:Re8.1.H

Process Component: MHI-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Grade Novice

MU:Re8.1.H. Novice

a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Grade Intermediate

MU:Re8.1.H. Intermediate

a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

Grade Proficient

MU:Re8.1.H. I

a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Grade Advanced

MU:Re8.1.H. III

a. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Music Harmonizing Instruments/Responding

#MU:Re9.1.H

Process Component: MHI-Evaluate - Support their personal evaluations of musical work(s) and performance(s) based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Novice

MU:Re9.1.H. Novice

a. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Grade Intermediate

MU:Re9.1.H. Intermediate

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a.Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

Grade Proficient

MU:Re9.1.H. I

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Grade Advanced

MU:Re9.1.H. III

a.Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

Music Harmonizing Instruments/Connecting

#MU:Cn10.0.H

Process Component: MHI-Connect #10- Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade Novice

MU:Cn10.0.H. Novice

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Intermediate

MU:Cn10.0.H. Intermediate

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Proficient

MU:Cn10.0.H. I

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Advanced

MU:Cn10.0.H. III

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Harmonizing Instruments/Connecting

#MU:Cn11.0.H

Process Component: MHI-Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

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Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Novice

MU:Cn11.0.H. Novice

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Grade Intermediate

MU:Cn11.0.H. Intermediate

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Grade Proficient

MU:Cn11.0.H. I

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Grade Advanced

MU:Cn11.0.H. III

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

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Music Technology/Creating

#MU:Cr1.1.T

Process Component: MTS-Imagine - Generate musical ideas for various purposes and contexts.

Anchor Standard: Generate and conceptualize artistic ideas and works.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Grade Hs proficient

MU:Cr1.1.T.HSI

Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

Grade Hs accomplished

MU:Cr1.1.T.HSII

Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

Grade Hs advanced

MU:Cr1.1.T.HSIII

Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

Music Technology/Creating

#MU:Cr2.1.T

Process Component: MTS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade Hs proficient

MU:Cr2.1.T.HSI

Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

Grade Hs accomplished

MU:Cr2.1.T.HSII

Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

Grade Hs advanced

MU:Cr2.1.T.HSIII

Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Music Technology/Creating

#MU:Cr3.1.T

Process Component: MTS-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

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Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade Hs proficient

MU:Cr3.1.T.HSI

Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Grade Hs accomplished

MU:Cr3.1.T.HSII

Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Grade Hs advanced

MU:Cr3.1.T.HSIII

Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Music Technology/Creating

#MU:Cr3.2.T

Process Component: MTS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade Hs proficient

MU:Cr3.2.T.HSI

Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Grade Hs accomplished

MU:Cr3.2.T.HSII

Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

Grade Hs advanced

MU:Cr3.2.T.HSIII

Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.

Music Technology/Performing

#MU:Pr4.1.T

Process Component: MTS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

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Grade Hs proficient

MU:Pr4.1.T.HSI

Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

Grade Hs accomplished

MU:Pr4.1.T.HSII

Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.

Grade Hs advanced

MU:Pr4.1.T.HSIII

Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.

Music Technology/Performing

#MU:Pr4.2.T

Process Component: MTS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs proficient

MU:Pr4.2.T.HSI

Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

Grade Hs accomplished

MU:Pr4.2.T.HSII

Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Grade Hs advanced

MU:Pr4.2.T.HSIII

Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Music Technology/Performing

#MU:Pr4.3.T

Process Component: MTS-Interpret - Develop personal interpretations that consider creators' intent.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.

Essential Question: How do performers interpret musical works?

Grade Hs proficient

MU:Pr4.3.T.HSI

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Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

Grade Hs accomplished

MU:Pr4.3.T.HSII

Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

Grade Hs advanced

MU:Pr4.3.T.HSIII

Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

Music Technology/Performing

#MU:Pr5.1.T

Process Component: MTS-Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Musicians' creative choices are influenced by their context, expressive intent, and established criteria.

Essential Question: How do musicians make creative decisions?

Grade Hs proficient

MU:Pr5.1.T.HSI

Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Grade Hs accomplished

MU:Pr5.1.T.HSII

Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Grade Hs advanced

MU:Pr5.1.T.HSIII

Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

Music Technology/Performing

#MU:Pr6.1.T

Process Component: MTS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade Hs proficient

MU:Pr6.1.T.HSI

a. Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

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b. Demonstrate an understanding of the context of music through prepared and improvised performances.

Grade Hs accomplished

MU:Pr6.1.T.HSII

a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

Grade Hs advanced

MU:Pr6.1.T.HSIII

a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.

b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

Music Technology/Responding

#MU:Re7.2.T

Process Component: MTS – Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade Hs proficient

MU:Re7.2.T.HSI

Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Grade Hs accomplished

MU:Re7.2.T.HSII

Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

Grade Hs advanced

MU:Re7.2.T.HSIII

Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

Music Technology/Responding

#MU:Re7.1.T

Process Component: MTS – Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

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Grade Hs proficient

MU:Re7.I.T.HSI

Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

Grade Hs accomplished

MU:Re7.I.T.HSII

Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

Grade Hs advanced

MU:Re7.I.T.HSIII

Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.

Music Technology/Responding

#MU:Re8.1.T

Process Component: MTS – Interpret - Support interpretations of musical works that reflect creators’/performers’ expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern musical creators’ and performers’ expressive intent?

Grade Hs proficient

MU:Re8.1.T.HSI

Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Grade Hs accomplished

MU:Re8.1.T.HSII

Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Grade Hs advanced

MU:Re8.1.T.HSIII

Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Music Technology/Responding

#MU:Re9.1.T

Process Component: MTS – Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs proficient

MU:Re9.1.T.HSI

Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Grade Hs accomplished

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MU:Re9.1.T.HSII

Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

Grade Hs advanced

MU:Re9.1.T.HSIII

Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.

Music Technology/Connecting

#MU:Cn10.0.T

Process Component: MTS – Connect #10 - Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

Grade Hs proficient

MU:Cn10.0.T.HSI

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Hs accomplished

MU:Cn10.0.T.HSII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Hs advanced

MU:Cn10.0.T.HSIII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Technology/Connecting

#MU:Cn11.0.T

Process Component: MTS - Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs proficient

MU:Cn11.0.T.HSI

Demonstrate *understanding* of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Grade Hs accomplished

MU:Cn11.0.T.HSII

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

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Grade Hs advanced

MU:Cn11.0.T.HSIII

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

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Music Theory Composition/Creating

#MU:Cr1.1.C

Process Component: MTC - Imagine - Generate musical ideas for various purposes and contexts.

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Grade Hs proficient

MU:Cr1.1.C.HSI

Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Grade Hs accomplished

MU:Cr1.1.C.HSII

Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

Grade Hs advanced

MU:Cr1.1.C.HSIII

Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

Music Theory Composition/Creating

#MU:Cr2.1.C

Process Component: MTC - Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade Hs proficient

MU:Cr2.1.C.HSI

a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

Grade Hs accomplished

MU:Cr2.1.C.HSII

a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.

b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).

Grade Hs advanced

MU:Cr2.1.C.HSIII

a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

- b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Music Theory Composition/Creating

#MU:Cr3.1.C

Process Component: MTC - Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade Hs proficient

MU:Cr3.1.C.HSI

Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Grade Hs accomplished

MU:Cr3.1.C.HSII

Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Grade Hs advanced

MU:Cr3.1.C.HSIII

Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Music Theory Composition/Creating

#MU:Cr3.2.C

Process Component: MTC - Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade Hs proficient

MU:Cr3.2.C.HSI

Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Grade Hs accomplished

MU:Cr3.2.C.HSII

Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Grade Hs advanced

MU:Cr3.2.C.HSIII

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Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.

Music Theory Composition/Performing

#MU:Pr4.1.C

Process Component: MTC - Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Hs proficient

MU:Pr4.1.C.HSI

Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).

Grade Hs accomplished

MU:Pr4.1.C.HSII

Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.

Grade Hs advanced

MU:Pr4.1.C.HSIII

Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

Music Theory Composition/Performing

#MU:Pr4.2

Process Component: MTC - Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs proficient

MU:Pr4.2.HSI

Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.

Grade Hs accomplished

MU:Pr4.2.HSII

Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.

Grade Hs advanced

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MU:Pr4.2.HSIII

Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.

Music Theory Composition/Performing

#MU:Pr5.1.C

Process Component: MTC - Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade Hs proficient

MU:Pr5.1.C.HSI

- a. Create rehearsal plans for works, identifying repetition and variation within the form.

- b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.

- c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.

Grade Hs accomplished

MU:Pr5.1.C.HSII

- a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.

- b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.

- c. Identify and implement strategies for improving the technical and expressive aspects of varied works.

Grade Hs advanced

MU:Pr5.1.C.HSIII

- a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.

- b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.

- c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Music Theory Composition/Performing

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#MU:Pr6.1.C

Process Component: MTC - Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade Hs proficient

MU:Pr6.1.C.HSI

a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Grade Hs accomplished

MU:Pr6.1.C.HSII

a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.

b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

Grade Hs advanced

MU:Pr6.1.C.HSIII

a. Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.

b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

Music Theory Composition/Responding

#MU:Re7.1.C

Process Component: MTC - Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Grade Hs proficient

MU:Re7.1.C.HSI

Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

Grade Hs accomplished

MU:Re7.1.C.HSII

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Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.

Grade Hs advanced

MU:Re7.1.C.HSIII

Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.

Music Theory Composition/Responding

#MU:Re8.1.C

Process Component: MTC - Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern musical creators' and performers' expressive intent?

Grade Hs proficient

MU:Re8.1.C.HSI

Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Grade Hs accomplished

MU:Re8.1.C.HSII

Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Grade Hs advanced

MU:Re8.1.C.HSIII

Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Music Theory Composition/Responding

#MU:Re9.1.C

Process Component: MTC - Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Anchor Standard: Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs proficient

MU:Re9.1.C.HSI

Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

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Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Grade Hs accomplished

MU:Re9.1.C.HSII

Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.

Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Grade Hs advanced

MU:Re9.1.C.HSIII

Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.

Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Music Theory Composition/Connecting

#MU:Cn10.0.C

Process Component: MTC - Connect #10 - Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade Hs proficient

MU:Cn10.0.C.HSI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Hs accomplished

MU:Cn10.0.C.HSII

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Hs advanced

MU:Cn10.0.C.HSIII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Theory Composition/Connecting

#MU:Cn11.0.C

Process Component: MTC - Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.

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Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs proficient

MU:Cn11.0.C.HSI

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs accomplished

MU:Cn11.0.C.HSII

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs advanced

MU:Cn11.0.C.HSIII

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Music Traditional And Emerging Ensembles/Creating

#MU:Cr1.1.E

Process Component: MTE - Imagine - Generate musical ideas for various purposes and contexts.

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Grade Hs novice

MU:Cr1.1.E.Hs novice

Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

Grade Hs intermediate

MU:Cr1.1.E.Hs intermediate

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Grade Hs proficient

MU:Cr1.1.E.HSI

Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

Grade Hs accomplished

MU:Cr1.1.E.HSII

Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

Grade Hs advanced

MU:Cr1.1.E.HSIII

Compose and improvise musical ideas for a variety of purposes and contexts.

Music Traditional And Emerging Ensembles/Creating

#MU:Cr2.1.E

Process Component: MTE - Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade Hs novice

MU:Cr2.1.E.Hs novice

a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

b. Preserve draft compositions and improvisations through standard notation and audio recording.

Grade Hs intermediate

MU:Cr2.1.E.Hs intermediate

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- a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- b. Preserve draft compositions and improvisations through standard notation and audio recording.

Grade Hs proficient

MU:Cr2.1.E.HSI

- a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
- b. Preserve draft compositions and improvisations through standard notation and audio recording.

Grade Hs accomplished

MU:Cr2.1.E.HSII

- a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
- b. Preserve draft compositions and improvisations through standard notation, audio, or video recording.

Grade Hs advanced

MU:Cr2.1.E.HSIII

- a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
- b. Preserve draft musical works through standard notation, audio, or video recording.

Music Traditional And Emerging Ensembles/Creating

#MU:Cr3.1.E

Process Component: MTE – Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade Hs novice

MU:Cr3.1.E.Hs novice

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Grade Hs intermediate

MU:Cr3.1.E.Hs intermediate

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

Grade Hs proficient

MU:Cr3.1.E.HSI

- a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

Grade Hs accomplished

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MU:Cr3.1.E.HSII

a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

Grade Hs advanced

MU:Cr3.1.E.HSIII

a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Creating

#MU:Cr3.2.E

Process Component: MTE – Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Grade Hs novice

MU:Cr3.2.E.Hs novice

a. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Grade Hs intermediate

MU:Cr3.2.E.Hs intermediate

a. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Grade Hs proficient

MU:Cr3.2.E.HSI

a. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

Grade Hs accomplished

MU:Cr3.2.E.HSII

a. Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

Grade Hs advanced

MU:Cr3.2.E.HSIII

a. Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr4.1.E

Process Component: MTE – Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

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Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Hs novice

MU:Pr4.1.E.Hs novice

a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Grade Hs intermediate

MU:Pr4.1.E.Hs intermediate

a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

Grade Hs proficient

MU:Pr4.1.E.HSI

a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Grade Hs accomplished

MU:Pr4.1.E.HSII

a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Grade Hs advanced

MU:Pr4.1.E.HSIII

a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr4.2.E

Process Component: MTE – Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs novice

MU:Pr4.2.E.Hs novice

a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Grade Hs intermediate

MU:Pr4.2.E.Hs intermediate

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a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

Grade Hs proficient

MU:Pr4.2.E.HSI

a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Grade Hs accomplished

MU:Pr4.2.E.HSII

a. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

Grade Hs advanced

MU:Pr4.2.E.HSIII

a. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr4.3.E

Process Component: MTE – Interpret - Develop personal interpretations that consider creators' intent.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Grade Hs novice

MU:Pr4.3.E.Hs novice

a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Grade Hs intermediate

MU:Pr4.3.E.Hs intermediate

a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

Grade Hs proficient

MU:Pr4.3.E.HSI

a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Grade Hs accomplished

MU:Pr4.3.E.HSII

a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

Grade Hs advanced

MU:Pr4.3.E.HSIII

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- a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr5.1.E

Process Component: MTE – Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade Hs novice

MU:Pr5.1.E.Hs novice

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Grade Hs intermediate

MU:Pr5.1.E.Hs intermediate

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

Grade Hs proficient

MU:Pr5.1.E.HSI

- a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

Grade Hs accomplished

MU:Pr5.1.E.HSII

- a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

Grade Hs advanced

MU:Pr5.1.E.HSIII

- a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr6.1.E

Process Component: MTE – Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

Grade Hs novice

MU:Pr6.1.E.Hs novice

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- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Grade Hs intermediate

MU:Pr6.1.E.Hs intermediate

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

Grade Hs proficient

MU:Pr6.1.E.HSI

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Grade Hs accomplished

MU:Pr6.1.E.HSII

- a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Grade Hs advanced

MU:Pr6.1.E.HSIII

- a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Music Traditional And Emerging Ensembles/Responding

#MU:Re7.1.E

Process Component: MTE – Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Grade Hs novice

MU:Re7.1.E.Hs novice

Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Grade Hs intermediate

MU:Re7.1.E.Hs intermediate

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

Grade Hs proficient

MU:Re7.1.E.HSI

Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Grade Hs accomplished

MU:Re7.1.E.HSII

Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

Grade Hs advanced

MU:Re7.1.E.HSIII

Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

Music Traditional And Emerging Ensembles/Responding

#MU:Re7.2.E

Process Component: MTE – Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of the music influence a response?

Grade Hs novice

MU:Re7.2.E.Hs novice

Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Grade Hs intermediate

MU:Re7.2.E.Hs intermediate

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

Grade Hs proficient

MU:Re7.2.E.HSI

Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

Grade Hs accomplished

MU:Re7.2.E.HSII

Explain how the analysis of structures and contexts inform the response to music.

Grade Hs advanced

MU:Re7.2.E.HSIII

Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

Music Traditional And Emerging Ensembles/Responding

#MU:Re8.1.E

Process Component: MTE – Interpret - Support an interpretation of musical works that reflect creators’/performers’ expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Grade Hs novice

MU:Re8.1.E.Hs novice

Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Grade Hs intermediate

MU:Re8.1.E.Hs intermediate

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Grade Hs proficient

MU:Re8.1.E.HSI

Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Grade Hs accomplished

MU:Re8.1.E.HSII

Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

Grade Hs advanced

MU:Re8.1.E.HSIII

Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Music Traditional And Emerging Ensembles/Responding

#MU:Re9.1.E

Process Component: MTE – Evaluate - Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs novice

MU:Re9.1.E.Hs novice

Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Grade Hs intermediate

MU:Re9.1.E.Hs intermediate

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Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

Grade Hs proficient

MU:Re9.1.E.HSI

Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

Grade Hs accomplished

MU:Re9.1.E.HSII

Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

Grade Hs advanced

MU:Re9.1.E.HSIII

Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

Music Traditional And Emerging Ensembles/Connecting

#MU:Cn10.0.E

Process Component: MTC - Connect #10 - Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade Hs proficient

MU:Cn10.0.E.HSI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Hs accomplished

MU:Cn10.0.E.HSII

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade Hs advanced

MU:Cn10.0.E.HSIII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Traditional And Emerging Ensembles/Connecting

#MU:Cn11.0.E

Process Component: MTE – Connect #11 - Relate musical ideas and works to varied contexts and daily life to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

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Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs novice

MU:Cn11.0.E.Hs novice

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs intermediate

MU:Cn11.0.E.Hs intermediate

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs proficient

MU:Cn11.0.E.HSI

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs accomplished

MU:Cn11.0.E.HSII

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade Hs advanced

MU:Cn11.0.E.HSIII

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COMMUNICATION

Goal: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?

- What is the purpose of language?
- What do humans do with language and to what end?
- How does an increasingly interconnected world impact language learning?

Standards and Objectives:

- **Interpersonal communication Standard COMM 1:** Interact with others in the target language and gain meaning from interactions in the target language.
 - **Objective COMM 1.1:** Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- **Interpretive communication Standard COMM 2:** Discover meaning from what is heard, read or viewed on a variety of topics in the target language
 - **Objective COMM 2.1:** Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational communication Standard COMM 3:** Utilize appropriate media to present an idea to an audience
 - **Objective COMM 3.1:** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
 - **Objective COMM 3.2:** Adapt presentation to various audiences of listeners, readers, or viewers.

CULTURES

Goal: Interact with cultural competence and understanding in an interconnected world.

Enduring Understanding: The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence.

Essential Question(s):

- How do a variety of cultures impact our daily lives?
- Why is cultural sensitivity an important part of gaining global competence?
- What is their perspective?
- How does their perspective influence what people do/create?

Standards and Objectives:

- **Relating cultural practices to perspective Standard CLTR 1:** Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.
 - **Objective CLTR 1.1:** Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
 - **Objective CLTR 1.2:** Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
 - **Objective CLTR 1.3:** Function appropriately in diverse contexts within the target culture.
- **Relating cultural products to perspective Standard CLTR 2:** Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
 - **Objective CLTR 2.1:** Analyze the significance of a product (art, music, literature, etc...) in a target culture.
 - **Objective CLTR 2.2:** Describe the connections of products from the target culture with the practices and perspectives of the culture.
 - **Objective CLTR 2.3:** Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

CONNECTIONS

Goal: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content
Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

- What role does language learning play in the educational experience of students?
- How does connecting to other disciplines make students well-informed global citizens?
- How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

Standards and Objectives:

- **Making connections Standard CONN 1:** Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
 - **Objective CONN 1.1:** Compare and contrast information acquired from other content areas.
 - **Objective CONN 1.2:** Relate information studied in other subjects to the target language and culture.
- **Acquiring information and diverse perspectives Standard CONN 2:** Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
 - **Objective CONN 2.1:** Access authentic materials prepared in the target language by or for native speakers.
 - **Objective CONN 2.2:** Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
 - **Objective CONN 2.3:** Compare and contrast cultural similarities and differences in authentic materials.

C OMPARISONS

Goal: Develop insight and understanding of target culture and language in order to interact with cultural competence.

Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

- How does the target language differ from the learner's first language?
- How do the target culture's perspectives compare to the learner's perspective?

Standards and Objectives:

- **Cultural Comparisons Standard COMP 2:** Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.
 - **Objective COMP 1.1:** Observe formal and informal forms of language.
 - **Objective COMP 1.2:** Identify patterns and explain discrepancies the sounds and the writing system in the target language.
 - **Objective COMP 1.3:** Compare and analyze idiomatic expressions in the target language.
- **Cultural Comparisons Standard COMP 2:** Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.
 - **Objective COMP 2.1:** Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.
 - **Objective COMP 2.2:** Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
 - **Objective COMP 2.3:** Compare and contrast authentic materials from the target culture with the learner's culture.

C COMMUNITIES

Goal: Communicate and interact with cultural competence in multilingual communities at home and around the world.

Enduring Understanding: The increasing interconnectedness of the world's economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

Essential Question(s):

- How are language proficiency and cultural competence developed?
- How do continued opportunities to learn and use language increase language proficiency over a period of time?
- What personal benefits are there to becoming a lifelong language learner?

Standards and Objectives:

- **School and Global Communities Standard COMT 1:** Interact and collaborate in communities and the globalized world both within and beyond the classroom.
 - **Objective COMT 1.1:** Participate in multilingual communities at home and around the world.
 - **Objective COMT 1.2:** Discuss personal preferences in activities and events both within and beyond the classroom.
 - **Objective COMT 1.3:** Utilize knowledge of the target language to tutor English language learners that know the target language.
- **Lifelong learning Standard COMT 2:** Reflect on progress using languages for enjoyment, enrichment, and advancement.
 - **Objective COMT 2.1:** Interpret materials and/or use media from the language and culture for enjoyment.
 - **Objective COMT 2.2:** Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

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Theatre/Creating

#TH:Cr1.1

Process Component: Envision, Conceptualize

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade K

TH:Cr1.1.K

- a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

- b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cr1.1.1

- a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).

- b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cr1.1.2

- a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).

- b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

- c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cr1.1.3

- a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.

- b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

- c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Theatre/Creating

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#TH:Cr2.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning

Essential Question: How, when, and why do theatre artists' choices change?

Grade K

TH:Cr2.1.K

a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).

Grade 1

TH:Cr2.1.1

a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cr2.1.2

a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cr2.1.3

a. Participate in methods of investigation to devise original ideas for a drama/theatre work.

b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

Theatre/Creating

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Grade K

TH:Cr3.1.K

a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cr3.1.1

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- a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cr3.1.2

- a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cr3.1.3

- a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.
- b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
- c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

Theatre/Performing

#TH:Pr4.1

Process Component: Select

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade K

TH:Pr4.1.K

- a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Pr4.1.1

- a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

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Grade 2

TH:Pr4.1.2

a Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama).

Grade 3

TH:Pr4.1.3

a. Apply the elements of dramatic structure to a story and create a drama/theatre work.

b. Investigate how movement and voice are incorporated into drama/theatre work.

Theatre/Performing

#TH:Pr5.1

Process Component: Prepare

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

Theatre/Performing

#TH:Pr6.1

Process Component: Share, Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade K

TH:Pr6.1.K

a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Pr6.1.1

a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Pr6.1.2

a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

Grade 3

TH:Pr6.1.3

a. Practice drama/theatre work and share reflections individually and in small groups.

Theatre/Responding

#TH:Re7.1

Process Component: Reflect

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Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade K

TH:Re7.1.K

a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Re7.1.1

a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Re7.1.2

a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Re7.1.3

a. Understand why artistic choices are made in a drama/theatre work.

Theatre/Responding

#TH:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Grade K

TH:Re8.1.K

a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Re8.1.1

a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

c. Explain or use text and pictures to describe how personal emotions and choices compare to

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the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Re8.1.2

a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Re8.1.3

a. Consider multiple personal experiences when participating in or observing a drama/theatre work.

b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.

c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

Theatre/Responding

#TH:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade K

TH:Re9.1.K

a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).

Grade 1

TH:Re9.1.1

a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

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c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Re9.1.2

a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.

c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Re9.1.3

a. Understand how and why groups evaluate drama/theatre work.

b. Consider and analyze technical elements from multiple drama/theatre works.

c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

Theatre/Connecting

#TH:Cn10.1

Process Component: Empathize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade K

TH:Cn10.1.K

a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cn10.1.1

a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

Grade 2

TH:Cn10.1.2

a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cn10.1.3

a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Theatre/Connecting

#TH:Cn11.1

Process Component: Interrelate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade K

TH:Cn11.1.K

a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cn11.1.1

a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cn11.1.2

a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cn11.1.3

a. Identify connections to community, social issues and other content areas in drama/theatre work.

Theatre/Connecting

#TH:Cn11.2

Process Component: Research

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade K

TH:Cn11.2.K

a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cn11.2.1

a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).

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b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cn11.2.2

a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cn11.2.3

a. Explore how stories are adapted from literature to drama/theatre work.

b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

Theatre/Creating

#TH:Cr1.1

Process Component: Envision, Conceptualize

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade 4

TH:Cr1.1.4

a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.

c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Grade 5

TH:Cr1.1.5

a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

b. Propose design ideas that support the story and given circumstances in a drama/theatre work.

c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work

Theatre/Creating

#TH:Cr2.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning

Essential Question: How, when, and why do theatre artists' choices change?

Grade 4

TH:Cr2.1.4

a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.

b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Grade 5

TH:Cr2.1.5

a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

- b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

Theatre/Creating

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Grade 4

TH:Cr3.1.4

a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Grade 5

TH:Cr3.1.5

a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.

b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Theatre/Performing

#TH:Pr4.1

Process Component: Select

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade 4

TH:Pr4.1.4

a. Modify the dialogue and action to change the story in a drama/theatre work.

b. Make physical choices to develop a character in a drama/theatre work.

Grade 5

TH:Pr4.1.5

a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.

- b. Use physical choices to create meaning in a drama/theatre work.

Theatre/Performing

#TH:Pr5.1

Process Component: Prepare

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

Grade 4

TH:Pr5.1.4

- a. Practice selected exercises that can be used in a group setting for drama/theatre work.

- b. Propose the use of technical elements in a drama/theatre work.

Grade 5

TH:Pr5.1.5

- a. Choose acting exercises that can be applied to a drama/theatre work.

- b. Demonstrate the use of technical elements in a drama/theatre work.

Theatre/Performing

#TH:Pr6.1

Process Component: Share, Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade 4

TH:Pr6.1.4

- a. Share small-group drama/theatre work, with peers as audience.

Grade 5

TH:Pr6.1.5

- a. Present drama/theatre work informally to an audience.

Theatre/Responding

#TH:Re7.1

Process Component: Reflect

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade 4

TH:Re7.1.4

- a. Identify artistic choices made in a drama/theatre work through participation and observation.

Grade 5

TH:Re7.1.5

- a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

Theatre/Responding

#TH:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Grade 4

TH:Re8.1.4

- a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.
- b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
- c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.

Grade 5

TH:Re8.1.5

- a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Theatre/Responding

#TH:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade 4

TH:Re9.1.4

- a. Propose a plan to evaluate drama/theatre work.
- b. Investigate how technical elements may support a theme or idea in a drama/theatre work.

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c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

Grade 5

TH:Re9.1.5

a. Develop and implement a plan to evaluate drama/theatre work.

b. Assess how technical elements represent the theme of a drama/theatre work.

c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

Theatre/Connecting

#TH:Cn10.1

Process Component: Empathize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade 4

TH:Cn10.1.4

a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Grade 5

TH:Cn10.1.5

a. Explain how drama/theatre connects oneself to a community or culture.

Theatre/Connecting

#TH:Cn11.1

Process Component: Interrelate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade 4

TH:Cn11.1.4

a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

Grade 5

TH:Cn11.1.5

a. Investigate historical, global and social issues expressed in drama/theatre work.

Theatre/Connecting

#TH:Cn11.2

Process Component: Research

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Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade 4

TH:Cn11.2.4

- a. Investigate cross-cultural approaches to storytelling in drama/theatre work.

- b. Compare the drama/theatre conventions of a given time period with those of the present.

Grade 5

TH:Cn11.2.5

- a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

- b. Identify historical sources that explain drama/theatre terminology and conventions.

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Theatre/Creating

#TH:Cr1.1

Process Component: Envision, Conceptualize

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade 6

TH:Cr1.1.6

- a. Identify possible solutions to staging challenges in a drama/theatre work.

- b. Identify solutions to design challenges in a drama/theatre work.

- c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Grade 7

TH:Cr1.1.7

- a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

- b. Explain and present solutions to design challenges in a drama/ theatre work.

- c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

Grade 8

TH:Cr1.1.8

- a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

- b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

- c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Theatre/Creating

#TH:Cr2.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning

Essential Question: How, when, and why do theatre artists' choices change?

Grade 6

TH:Cr2.1.6

- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

- b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

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Grade 7

TH:Cr2.1.7

- a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

- b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Grade 8

TH:Cr2.1.8

- a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

- b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Theatre/Creating

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Grade 6

TH:Cr3.1.6

- a. Articulate and examine choices to refine a devised or scripted drama/theatre work.

- b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

- c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Grade 7

TH:Cr3.1.7

- a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

- b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Grade 8

TH:Cr3.1.8

- a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

- b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

- c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

Theatre/Performing

#TH:Pr4.1

Process Component: Select

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade 6

TH:Pr4.1.6

- a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

- b. Experiment with various physical choices to communicate character in a drama/theatre work.

Grade 7

TH:Pr4.1.7

- a. Consider various staging choices to enhance the story in a drama/theatre work.

- b. Use various character objectives in a drama/theatre work.

Grade 8

TH:Pr4.1.8

- a. Explore different pacing to better communicate the story in a drama/theatre work.

- b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Theatre/Performing

#TH:Pr5.1

Process Component: Prepare

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

Grade 6

TH:Pr5.1.6

- a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.

- b. Articulate how technical elements are integrated into a drama/ theatre work.

Grade 7

TH:Pr5.1.7

- a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

- b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Grade 8

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TH:Pr5.1.8

a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

Theatre/Performing

#TH:Pr6.1

Process Component: Share, Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade 6

TH:Pr6.1.6

a. Adapt a drama/theatre work and present it informally for an audience.

Grade 7

TH:Pr6.1.7

a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Grade 8

TH:Pr6.1.8

a. Perform a rehearsed drama/theatre work for an audience.

Theatre/Responding

#TH:Re7.1

Process Component: Reflect

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade 6

TH:Re7.1.6

a. Describe and record personal reactions to artistic choices in a drama/theatre work.

Grade 7

TH:Re7.1.7

a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

Grade 8

TH:Re7.1.8

a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Theatre/Responding

#TH:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

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Grade 6

TH:Re8.1.6

- a. Explain how artists make choices based on personal experience in a drama/theatre work.
- b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
- c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.

Grade 7

TH:Re8.1.7

- a. Identify the artistic choices made based on personal experience in a drama/theatre work.
- b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
- c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

Grade 8

TH:Re8.1.8

- a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
- b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

Theatre/Responding

#TH:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade 6

TH:Re9.1.6

- a. Use supporting evidence and criteria to evaluate
- b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- c. Identify a specific audience or purpose for a drama/theatre work.

Grade 7

TH:Re9.1.7

- a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
- b. Consider the aesthetics of the production elements in a drama/theatre work.
- c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Grade 8

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TH:Re9.1.8

- a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

- b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

- c. Assess the impact of a drama/theatre work on a specific audience.

Theatre/Connecting

#TH:Cn10.1

Process Component: Empathize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade 6

TH:Cn10.1.6

- a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

Grade 7

TH:Cn10.1.7

- a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Grade 8

TH:Cn10.1.8

- a. Examine a community issue through multiple perspectives in a drama/theatre work.

Theatre/Connecting

#TH:Cn11.1

Process Component: Interrelate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade 6

TH:Cn11.1.6

- a. Identify universal themes or common social issues and express them through a drama/theatre work.

Grade 7

TH:Cn11.1.7

- a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.

Grade 8

TH:Cn11.1.8

- a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

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Theatre/Connecting

#TH:Cn11.2

Process Component: Research

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade 6

TH:Cn11.2.6

a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.

b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Grade 7

TH:Cn11.2.7

a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.

b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

Grade 8

TH:Cn11.2.8

a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.

b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

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Theatre/Creating

#TH:Cr1.1

Process Component: Envision, Conceptualize

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade Hs proficient

TH:Cr1.1.HSI

a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.

b. Explore the impact of technology on design choices in a drama/theatre work.

c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Grade Hs accomplished

TH:Cr1.1.HSII

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

b. Understand and apply technology to design solutions for a drama/theatre work.

c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Grade Hs advanced

TH:Cr1.1.HSIII

a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.

b. Create a complete design for a drama/theatre work that incorporates all elements of technology.

c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

Theatre/Creating

#TH:Cr2.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning

Essential Question: How, when, and why do theatre artists' choices change?

Grade Hs proficient

TH:Cr2.1.HSI

a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Grade Hs accomplished

TH:Cr2.1.HSII

a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Grade Hs advanced

TH:Cr2.1.HSIII

a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Theatre/Creating

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Grade Hs proficient

TH:Cr3.1.HSI

a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

Grade Hs accomplished

TH:Cr3.1.HSII

a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Grade Hs advanced

TH:Cr3.1.HSIII

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- a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
- b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.
- c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Theatre/Performing

#TH:Pr4.1

Process Component: Select

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade Hs proficient

TH:Pr4.1.HSI

a. Examine how character relationships assist in telling the story of a drama/theatre work.

b. Shape character choices using given circumstances in a drama/theatre work.

Grade Hs accomplished

TH:Pr4.1.HSII

a. Discover how unique choices shape believable and sustainable drama/ theatre work.

b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

Grade Hs advanced

TH:Pr4.1.HSIII

a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.

b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

Theatre/Performing

#TH:Pr5.1

Process Component: Prepare

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

Grade Hs proficient

TH:Pr5.1.HSI

a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

b. Use researched technical elements to increase the impact of design for a drama/theatre production.

Grade Hs accomplished

TH:Pr5.1.HSII

a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

Grade Hs advanced

TH:Pr5.1.HSIII

a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Theatre/Performing

#TH:Pr6.1

Process Component: Share, Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade Hs proficient

TH:Pr6.1.HSI

a. Perform a scripted drama/theatre work for a specific audience.

Grade Hs accomplished

TH:Pr6.1.HSII

a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

Grade Hs advanced

TH:Pr6.1.HSIII

a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

Theatre/Responding

#TH:Re7.1

Process Component: Reflect

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade Hs proficient

TH:Re7.1.HSI

a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Grade Hs accomplished

TH:Re7.1.HSII

a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

Grade Hs advanced

TH:Re7.1.HSIII

a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Theatre/Responding

#TH:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Grade Hs proficient

TH:Re8.1.HSI

a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Grade Hs accomplished

TH:Re8.1.HSII

a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

Grade Hs advanced

TH:Re8.1.HSIII

a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.

b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

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- c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Theatre/Responding

#TH:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade Hs proficient

TH:Re9.1.HSI

- a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
- b. Consider the aesthetics of the production elements in a drama/theatre work.
- c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Grade Hs accomplished

TH:Re9.1.HSII

- a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- c. Verify how a drama/theatre work communicates for a specific purpose and audience.

Grade Hs advanced

TH:Re9.1.HSIII

- a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
- b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
- c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Theatre/Connecting

#TH:Cn10.1

Process Component: Empathize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade Hs proficient

TH:Cn10.1.HSI

a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Grade Hs accomplished

TH:Cn10.1.HSII

a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

Grade Hs advanced

TH:Cn10.1.HSIII

a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Theatre/Connecting

#TH:Cn11.1

Process Component: Interrelate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade Hs proficient

TH:Cn11.1.HSI

a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

Grade Hs accomplished

TH:Cn11.1.HSII

a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Grade Hs advanced

TH:Cn11.1.HSIII

a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

Theatre/Connecting

#TH:Cn11.2

Process Component: Research

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

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Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade Hs proficient

TH:Cn11.2.HSI

- a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

- b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

Grade Hs accomplished

TH:Cn11.2.HSII

- a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

Grade Hs advanced

TH:Cn11.2.HSIII

- a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

- b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

Visual Arts/Creating

#VA:Cr1.1

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade K

VA:Cr1.1.K

Engage in exploration and imaginative play with materials.

Grade 1

VA:Cr1.1.1

Engage collaboratively in exploration and imaginative play with materials.

Grade 2

VA:Cr1.1.2

Brainstorm collaboratively multiple approaches to an art or design problem.

Grade 3

VA:Cr1.1.3

Elaborate on an imaginative idea.

Visual Arts/Creating

#VA:Cr1.2

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade K

VA:Cr1.2.K

Engage collaboratively in creative art-making in response to an artistic problem.

Grade 1

VA:Cr1.2.1

Use observation and investigation in preparation for making a work of art.

Grade 2

VA:Cr1.2.2

Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Grade 3

VA:Cr1.2.3

Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Visual Arts/Creating

#VA:Cr2.1

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade K

VA:Cr2.1.K

Through experimentation, build skills in various media and approaches to art-making.

Grade 1

VA:Cr2.1.1

Explore uses of materials and tools to create works of art or design.

Grade 2

VA:Cr2.1.2

Experiment with various materials and tools to explore personal interests in a work of art or design.

Grade 3

VA:Cr2.1.3

Create personally satisfying artwork using a variety of artistic processes and materials.

Visual Arts/Creating

#VA:Cr2.2

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade K

VA:Cr2.2.K

Identify safe and non-toxic art materials, tools, and equipment.

Grade 1

VA:Cr2.2.1

Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

Grade 2

VA:Cr2.2.2

Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Grade 3

VA:Cr2.2.3

Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Visual Arts/Creating

#VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade K

VA:Cr2.3.K

Create art that represents natural and constructed environments.

Grade 1

VA:Cr2.3.1

Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Grade 2

VA:Cr2.3.2

Repurpose objects to make something new.

Grade 3

VA:Cr2.3.3

Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Visual Arts/Creating

#VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade K

VA:Cr3.1.K

Explain the process of making art while creating.

Grade 1

VA:Cr3.1.1

Use art vocabulary to describe choices while creating art.

Grade 2

VA:Cr3.1.2

Discuss and reflect with peers about choices made in creating artwork.

Grade 3

VA:Cr3.1.3

Elaborate visual information by adding details in an artwork to enhance emerging meaning.

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Visual Arts/Presenting

#VA:Pr.4.1

Process Component: Relate

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade K

VA:Pr.4.1.K

Select art objects for personal portfolio and display, explaining why they were chosen.

Grade 1

VA:Pr.4.1.1

Explain why some objects, artifacts, and artwork are valued over others.

Grade 2

VA:Pr.4.1.2

Categorize artwork based on a theme or concept for an exhibit.

Grade 3

VA:Pr.4.1.3

Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Visual Arts/Presenting

#VA:Pr5.1

Process Component: Select

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade K

VA:Pr5.1.K

Explain the purpose of a portfolio or collection.

Grade 1

VA:Pr5.1.1

Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

Grade 2

VA:Pr5.1.2

Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Grade 3

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VA:Pr5.1.3

Identify exhibit space and prepare works of art including artists' statements, for presentation.

Visual Arts/Presenting

#VA:Pr6.1

Process Component: Analyze

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade K

VA:Pr6.1.K

Explain what an art museum is and distinguish how an art museum is different from other buildings.

Grade 1

VA:Pr6.1.1

Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Grade 2

VA:Pr6.1.2

Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Grade 3

VA:Pr6.1.3

Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Visual Arts/Responding

#VA:Re7.1

Process Component: Share

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade K

VA:Re7.1.K

Identify uses of art within one's personal environment.

Grade 1

VA:Re7.1.1

Select and describe works of art that illustrate daily life experiences of one's self and others.

Grade 2

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VA:Re7.1.2

Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Grade 3

VA:Re7.1.3

Speculate about processes an artist uses to create a work of art.

Visual Arts/Responding

#VA:Re7.2

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade K

VA:Re7.2.K

Describe what an image represents.

Grade 1

VA:Re7.2.1

Compare images that represent the same subject.

Grade 2

VA:Re7.2.2

Categorize images based on expressive properties.

Grade 3

VA:Re7.2.3

Determine messages communicated by an image.

Visual Arts/Responding

#VA:Re8.1

Process Component: Perceive

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade K

VA:Re8.1.K

Interpret art by identifying subject matter and describing relevant details.

Grade 1

VA:Re8.1.1

Interpret art by categorizing subject matter and identifying the characteristics of form.

Grade 2

VA:Re8.1.2

Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

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Grade 3

VA:Re8.1.3

Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Visual Arts/Responding

#VA:Re9.1

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade K

VA:Re9.1.K

Explain reasons for selecting a preferred artwork.

Grade 1

VA:Re9.1.1

Classify artwork based on different reasons for preferences.

Grade 2

VA:Re9.1.2

Use learned art vocabulary to express preferences about artwork.

Grade 3

VA:Re9.1.3

Evaluate an artwork based on given criteria.

Visual Arts/Connecting

#VA:Cn10.1

Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade K

VA:Cn10.1.K

Create art that tells a story about a life experience.

Grade 1

VA:Cn10.1.1

Identify times, places, and reasons by which students make art outside of school.

Grade 2

VA:Cn10.1.2

Create works of art about events in home, school, or community life.

Grade 3

VA:Cn10.1.3

Develop a work of art based on observations of surroundings.

Visual Arts/Connecting

#VA:Cn11.1

Process Component: Synthesize

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade K

VA:Cn11.1.K

Identify a purpose of an artwork.

Grade 1

VA:Cn11.1.1

Understand that people from different places and times have made art for a variety of reasons.

Grade 2

VA:Cn11.1.2

Compare and contrast cultural uses of artwork from different times and places.

Grade 3

VA:Cn11.1.3

Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Visual Arts/Creating

#VA:Cr1.1

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade 4

VA:Cr1.1.4

Brainstorm multiple approaches to a creative art or design problem.

Grade 5

VA:Cr1.1.5

Combine ideas to generate an innovative idea for art-making.

Visual Arts/Creating

#VA:Cr1.2

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade 4

VA:Cr1.2.4

Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Grade 5

VA:Cr1.2.5

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Visual Arts/Creating

#VA:Cr2.1

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade 4

VA:Cr2.1.4

Explore and invent art-making techniques and approaches.

Grade 5

VA:Cr2.1.5

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Experiment and develop skills in multiple art-making techniques and approaches through practice.

Visual Arts/Creating

#VA:Cr2.2

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment?

Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade 4

VA:Cr2.2.4

When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Grade 5

VA:Cr2.2.5

Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Visual Arts/Creating

#VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade 4

VA:Cr2.3.4

Document, describe, and represent regional constructed environments.

Grade 5

VA:Cr2.3.5

Identify, describe, and visually document places and/or objects of personal significance.

Visual Arts/Creating

#VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade 4

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VA:Cr3.1.4

Revise artwork in progress on the basis of insights gained through peer discussion.

Grade 5

VA:Cr3.1.5

Create artist statements using art vocabulary to describe personal choices in art-making.

Visual Arts/Presenting

#VA:Pr.4.1

Process Component: Relate

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade 4

VA:Pr.4.1.4

Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Grade 5

VA:Pr.4.1.5

Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Visual Arts/Presenting

#VA:Pr5.1

Process Component: Select

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade 4

VA:Pr5.1.4

Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Grade 5

VA:Pr5.1.5

Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Visual Arts/Presenting

#VA:Pr6.1

Process Component: Analyze

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade 4

VA:Pr6.1.4

Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Grade 5

VA:Pr6.1.5

Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Visual Arts/Responding

#VA:Re7.1

Process Component: Share

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade 4

VA:Re7.1.4

Compare responses to a work of art before and after working in similar media.

Grade 5

VA:Re7.1.5

Compare one's own interpretation of a work of art with the interpretation of others.

Visual Arts/Responding

#VA:Re7.2

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade 4

VA:Re7.2.4

Analyze components in visual imagery that convey messages.

Grade 5

VA:Re7.2.5

Identify and analyze cultural associations suggested by visual imagery.

Visual Arts/Responding

#VA:Re8.1

Process Component: Perceive

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade 4

VA:Re8.1.4

Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Grade 5

VA:Re8.1.5

Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Visual Arts/Responding

#VA:Re9.1

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade 4

VA:Re9.1.4

Apply one set of criteria to evaluate more than one work of art.

Grade 5

VA:Re9.1.5

Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Visual Arts/Connecting

#VA:Cn10.1

Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade 4

VA:Cn10.1.4

Create works of art that reflect community cultural traditions.

Grade 5

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VA:Cn10.1.5

Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Visual Arts/Connecting

#VA:Cn11.1

Process Component: Synthesize

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade 4

VA:Cn11.1.4

Through observation, infer information about time, place, and culture in which a work of art was created.

Grade 5

VA:Cn11.1.5

Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Visual Arts/Creating

#VA:Cr1.1

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade 6

VA:Cr1.1.6

Combine concepts collaboratively to generate innovative ideas for creating art.

Grade 7

VA:Cr1.1.7

Apply methods to overcome creative blocks.

Grade 8

VA:Cr1.1.8

Document early stages of the creative process visually and/or verbally in traditional or new media.

Visual Arts/Creating

#VA:Cr1.2

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade 6

VA:Cr1.2.6

Formulate an artistic investigation of personally relevant content for creating art.

Grade 7

VA:Cr1.2.7

Develop criteria to guide making a work of art or design to meet an identified goal.

Grade 8

VA:Cr1.2.8

Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Visual Arts/Creating

#VA:Cr2.1

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade 6

VA:Cr2.1.6

Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Grade 7

VA:Cr2.1.7

Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Grade 8

VA:Cr2.1.8

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

Visual Arts/Creating

#VA:Cr2.2

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade 6

VA:Cr2.2.6

Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

Grade 7

VA:Cr2.2.7

Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

Grade 8

VA:Cr2.2.8

Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Visual Arts/Creating

#VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

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Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade 6

VA:Cr2.3.6

Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Grade 7

VA:Cr2.3.7

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Grade 8

VA:Cr2.3.8

Select, organize, and design images and words to make visually clear and compelling presentations.

Visual Arts/Creating

#VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade 6

VA:Cr3.1.6

Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

Grade 7

VA:Cr3.1.7

Reflect on and explain important information about personal artwork in an artist statement or another format.

Grade 8

VA:Cr3.1.8

Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Visual Arts/Presenting

#VA:Pr.4.1

Process Component: Relate

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

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Grade 6

VA:Pr.4.1.6

Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

Grade 7

VA:Pr.4.1.7

Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Grade 8

VA:Pr.4.1.8

Develop and apply criteria for evaluating a collection of artwork for presentation.

Visual Arts/Presenting

#VA:Pr5.1

Process Component: Select

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade 6

VA:Pr5.1.6

Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Grade 7

VA:Pr5.1.7

Based on criteria, analyze and evaluate methods for preparing and presenting art.

Grade 8

VA:Pr5.1.8

Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Visual Arts/Presenting

#VA:Pr6.1

Process Component: Analyze

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade 6

VA:Pr6.1.6

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Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Grade 7

VA:Pr6.1.7

Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Grade 8

VA:Pr6.1.8

Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Visual Arts/Responding

#VA:Re7.1

Process Component: Share

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade 6

VA:Re7.1.6

Identify and interpret works of art or design that reveal how people live around the world and what they value.

Grade 7

VA:Re7.1.7

Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Grade 8

VA:Re7.1.8

Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Visual Arts/Responding

#VA:Re7.2

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade 6

VA:Re7.2.6

Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Grade 7

VA:Re7.2.7

Analyze multiple ways that images influence specific audiences.

Grade 8

VA:Re7.2.8

Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Visual Arts/Responding

#VA:Re8.1

Process Component: Perceive

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade 6

VA:Re8.1.6

Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Grade 7

VA:Re8.1.7

Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Grade 8

VA:Re8.1.8

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Visual Arts/Responding

#VA:Re9.1

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade 6

VA:Re9.1.6

Develop and apply relevant criteria to evaluate a work of art.

Grade 7

VA:Re9.1.7

Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Grade 8

VA:Re9.1.8

Create a convincing and logical argument to support an evaluation of art.

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Visual Arts/Connecting

#VA:Cn10.1

Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade 6

VA:Cn10.1.6

Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Grade 7

VA:Cn10.1.7

Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Grade 8

VA:Cn10.1.8

Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Visual Arts/Connecting

#VA:Cn11.1

Process Component: Synthesize

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade 6

VA:Cn11.1.6

Analyze how art reflects changing times, traditions, resources, and cultural uses.

Grade 7

VA:Cn11.1.7

Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Grade 8

VA:Cn11.1.8

Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

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Visual Arts/Creating

#VA:Cr1.1

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade Hs proficient

VA:Cr1.1.HSI

Use multiple approaches to begin creative endeavors.

Grade Hs accomplished

VA:Cr1.1.HSII

Individually or collaboratively formulate new creative problems based on student's existing artwork.

Grade Hs advanced

VA:Cr1.1.HSIII

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Visual Arts/Creating

#VA:Cr1.2

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade Hs proficient

VA:Cr1.2.HSI

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Grade Hs accomplished

VA:Cr1.2.HSII

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Grade Hs advanced

VA:Cr1.2.HSIII

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Visual Arts/Creating

#VA:Cr2.1

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Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade Hs proficient

VA:Cr2.1.HSI

Engage in making a work of art or design without having a preconceived plan.

Grade Hs accomplished

VA:Cr2.1.HSII

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Grade Hs advanced

VA:Cr2.1.HSIII

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Visual Arts/Creating

#VA:Cr2.2

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade Hs proficient

VA:Cr2.2.HSI

Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Grade Hs accomplished

VA:Cr2.2.HSII

Demonstrate awareness of ethical implications of making and distributing creative work.

Grade Hs advanced

VA:Cr2.2.HSIII

Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Visual Arts/Creating

#VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

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Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade Hs proficient

VA:Cr2.3.HSI

Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Grade Hs accomplished

VA:Cr2.3.HSII

Redesign an object, system, place, or design in response to contemporary issues.

Grade Hs advanced

VA:Cr2.3.HSIII

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Visual Arts/Creating

#VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade Hs proficient

VA:Cr3.1.HSI

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Grade Hs accomplished

VA:Cr3.1.HSII

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Grade Hs advanced

VA:Cr3.1.HSIII

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Visual Arts/Presenting

#VA:Pr.4.1

Process Component: Relate

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

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Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade Hs proficient

VA:Pr.4.1.HSI

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Grade Hs accomplished

VA:Pr.4.1.HSII

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Grade Hs advanced

VA:Pr.4.1.HSIII

Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Visual Arts/Presenting

#VA:Pr5.1

Process Component: Select

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade Hs proficient

VA:Pr5.1.HSI

Analyze and evaluate the reasons and ways an exhibition is presented.

Grade Hs accomplished

VA:Pr5.1.HSII

Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Grade Hs advanced

VA:Pr5.1.HSIII

Investigate, compare, and contrast methods for preserving and protecting art.

Visual Arts/Presenting

#VA:Pr6.1

Process Component: Analyze

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade Hs proficient

VA:Pr6.1.HSI

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Grade Hs accomplished

VA:Pr6.1.HSII

Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Grade Hs advanced

VA:Pr6.1.HSIII

Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Visual Arts/Responding

#VA:Re7.1

Process Component: Share

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade Hs proficient

VA:Re7.1.HSI

Hypothesize ways in which art influences perception and understanding of human experiences.

Grade Hs accomplished

VA:Re7.1.HSII

Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Grade Hs advanced

VA:Re7.1.HSIII

Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Visual Arts/Responding

#VA:Re7.2

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade Hs proficient

VA:Re7.2.HSI

Analyze how one's understanding of the world is affected by experiencing visual imagery.

Grade Hs accomplished

VA:Re7.2.HSII

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Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Grade Hs advanced

VA:Re7.2.HSIII

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Visual Arts/Responding

#VA:Re8.1

Process Component: Perceive

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade Hs proficient

VA:Re8.1.HSI

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Grade Hs accomplished

VA:Re8.1.HSII

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Grade Hs advanced

VA:Re8.1.HSIII

Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Visual Arts/Responding

#VA:Re9.1

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade Hs proficient

VA:Re9.1.HSI

Establish relevant criteria in order to evaluate a work of art or collection of works.

Grade Hs accomplished

VA:Re9.1.HSII

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Grade Hs advanced

VA:Re9.1.HSIII

Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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Visual Arts/Connecting

#VA:Cn10.1

Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade Hs proficient

VA:Cn10.1.HSI

Document the process of developing ideas from early stages to fully elaborated ideas.

Grade Hs accomplished

VA:Cn10.1.HSII

Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Grade Hs advanced

VA:Cn10.1.HSIII

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Visual Arts/Connecting

#VA:Cn11.1

Process Component: Synthesize

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade Hs proficient

VA:Cn11.1.HSI

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Grade Hs accomplished

VA:Cn11.1.HSII

Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Grade Hs advanced

VA:Cn11.1.HSIII

Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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Tracy Harrison	West Ada	Performance	CREATING/PRODUCING
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Helga Frankenstein	Boise	Critical Thinking/Interdisciplinary Connections	RESPONDING
Julie Burke	Lewiston	Performance	CREATING/PERFORMING
Peggy Fiske	Moscow	Visual Art	second meeting only

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ASSESSMENT GLOSSARY TO ACCOMPANY IDAHO FINE ARTS STANDARDS

This glossary was developed by the members of SCASS/Arts Education Assessment Consortium. The terms below are words/phrases in general use in the field of assessment.

Accommodations: Approved/standardized administrative or scoring adjustments (e.g., large print or Braille test booklets, individual or small group administrations, reading the test to the student) made for special populations taking standardized assessments

Accountability testing: Using student achievement tests to measure the effectiveness of an educational program. Usually summative in nature and in the form of state or other large-scale test designed to conform to psychometric standards, an accountability test purports to assign responsibility for the success or failure of an educational program or system by demanding that schools demonstrate the impact and effectiveness of educational programs in order to justify the money invested in education. Accountability testing is designed to provide achievement data that is used to evaluate and presumably improve the system

Achievement test: A test designed to measure students' "school taught" learning, as opposed to their initial aptitude or intelligence

Alternative assessment: Assessments other than traditional multiple-choice tests; most often used to describe performance assessments or other assessments that provide more feedback about student learning than whether the answer is correct or incorrect (Also see Accommodations) SCASS/AEAC Glossary of Assessment Terms Page 2 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Analytic scoring: A method of scoring performance assessments that yields multiple scores for the same task/performance. Performance is separated into major components, traits, or dimensions and each is independently scored. (e.g., a particular sample of a student's writing may be assessed as grammatically correct at the same time it is assessed as poorly organized.) Analytic scoring is especially effective as a diagnostic tool

Anchor (Also called exemplars or benchmarks): A sample of student work (product or performance) used to illustrate each level of a scoring rubric; critical for training scorers of performances since it serves as a standard against which other student work is compared

Aptitude test: A test which uses past learning and ability to predict what a person can do in the future; aptitude tests depend heavily on out-of-school experiences rather than in-school learning (Also see intelligence test)

Assessment: The process of collecting and analyzing data for the purpose of evaluation. The assessment of student learning involves describing, collecting, recording, scoring, and interpreting information about performance. A complete assessment of student learning should include measures with a variety

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of formats as developmentally appropriate. Assessments and the tests they use are usually classified by how the data are used; either formative, benchmark or interim, and summative

Authentic assessments: Assessments that emulate the performance that would be required of the student in real-life situations

Benchmarks: Identifiable points on a continuum toward a goal or standard. The term may be used to describe content standards when interim targets (benchmarks) have been set by age, grade, or developmental level; the term is also used interchangeably with “anchor” papers or performances which illustrate points of progress on an assessment scale (i.e., student works which exemplify the different levels of a scoring rubric) SCASS/AEAC Glossary of Assessment Terms Page 3 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

CIA: Acronym for curriculum, instruction, and assessment

Cohort: A group of students whose progress is followed and measured at different points in time

Competency test: A test intended to verify that a student has met standards (usually minimal) of skills and knowledge and therefore should be promoted, graduated, or perhaps deemed competent

Context: The surrounding circumstances or environment in which an assessment takes place (e.g., embedded in the instruction or under standardized conditions [e.g., part of a large scale assessment])

Cornerstone assessment tasks: Curriculum-embedded assessment tasks that are intended to engage students in applying their knowledge and skills in an authentic context. These tasks are described by their originator Jay McTighe as:

- Curriculum embedded (as opposed to externally imposed)
- Recurring across the grades, becoming increasingly sophisticated over time
- Establishing authentic contexts for performance
- Calling for understanding and transfer via genuine performance
- Used as rich learning activities or assessments
- Integrating 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content
- Evaluating performance with established rubrics
- Engaging students in meaningful learning while encouraging the best teaching
- Providing content for student portfolios so that students graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken

SCASS/AEAC Glossary of Assessment Terms Page 4 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Criteria (Sometimes used as synonym for traits or attributes): The rules or guidelines used for categorizing or judging; in arts assessment, the rules or guidelines used to judge the quality of a student’s performance (Also see rubric, scoring guide, and scoring criteria)

Criterion-referenced assessment: An assessment designed to measure performance against a set of clearly defined criteria. Such assessments are used to identify student strengths and weaknesses with regard to specified knowledge and skills (which are the goals or standards of the instruction). Synonyms

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include: standard-based or -referenced, objective-referenced, content-referenced, domain-referenced, or universe-referenced

Curricular alignment: The degree to which a curriculum’s scope, sequence, and content match standards, instruction, assessment, or instructional resources. Cut score (also called performance standard) performance level or numerical score established by the assessment system to describe how well the student performed. The cut score can be manipulated to increase or decrease the number “passing” or “failing” a test (Also see standard-setting)

Descriptors: Explanations that define the levels of scoring scales (Also see criteria)

Dimension: Specific traits, characteristics, or aspects of performance which are fairly independent of each other and can be scored separately (e.g., rhythm and melody can be scored separately for the same musical performance)

Disaggregate (As in dissagregated data): Pulling information apart (e.g., looking at the performance of various sub-groups instead of only the performance of the large group)

Educational outcome: An educational goal, expectation, or result that occurs at the end of an educational program or event (usually a culminating activity, product, or other measurable performance). Enhanced/extended multiple-choice assessments Selected-response assessments with additional parts (for more points); this additional part often requires the students to justify their answers, show their work, or explain why they marked a particular option

Essay test: A paper-and-pencil test that requires students to construct their entire brief or extensive responses to the question(s); should be limited to measuring higher levels of learning

Extended-response assessments: An essay question or performance assessment, which requires an elaborated or graphic response that expresses ideas and their interrelationships in a literate and organized manner

Evaluation: A judgment about the worth or quality of something. In education, data from tests, tasks, or performances are used to make judgments about the success of the student or program

Formative Assessment (Sometimes referred to as Assessment for Learning): A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Short interval and usually classroom-based assessments that have immediate information for teachers and students to inform the instructional process and determine what comes next in the learning process

Generalizability: The degree to which the performances measured by a set of assessment items/tasks are representative of the entire domain being assessed (E.g., is one performance assessment sufficient for drawing conclusions about a student’s ability to critique works of art?); may also be an issue in drawing a sample of students from a population (i.e. the degree to which a sample of students is representative of the population from which it is drawn).

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Grade equivalent: A score, available from some standardized tests, which describes the performance of students according to how it resembles the performance of students in various grades. A GE of 5.5 means that the student is performing like a student in the fifth month of the fifth grade

Grading: A rating system for evaluating student work; grades are usually letters or numbers and their meaning varies widely across teachers, subjects, and systems

High-stakes testing: Any testing program for which the results have highly significant consequences for students, teachers, schools, and/or districts. These summative tests are frequently used as accountability devices to determine effectiveness or success

Holistic method: A scoring method which assigns a single score based on an overall appraisal or impression of performance rather than analyzing the various dimensions separately. A holistic scoring rubric can be specifically linked to focused (written) or implied (general impression) criteria. Some forms of holistic assessment do not use written criteria at all but rely solely on anchor papers for training and scoring

Intelligence tests: Tests designed to measure general cognitive functioning; group or individually administered tests used to determine mental age as compared to chronological age ($MA/CA \times 100 = IQ$ [intelligence quotient]); i.e., the “average” IQ of the population is 100. Some intelligence tests do not calculate mental age but compare an individual’s performance to the performance of a norm group at various developmental levels, generating verbal and performance scores with a mean or “average” score of 100

Item Analysis: A statistical analysis of the items on a selected-response test to determine the relationship of the item to the test’s validity and reliability as a whole. The number and nature of the students selecting each option are analyzed

Matrix sampling: A process used to estimate the performance of large groups through testing a representative sample of the students. Each student in the sample may be given only a small segment of the total assessment

Mean: The arithmetic average of a group of scores; one of three measures of central tendency, a way to describe a group of scores with a single number

Median: A measure of central tendency, which identifies the point on the scale that separates a group of scores so that there is an equal number of scores above and below it

Metacognition: The ability to think about one’s own thinking; the knowledge that individuals have of their own thinking processes and strategies and their ability to monitor and regulate those processes

Multiple-choice test: A test consisting of items (questions or incomplete statements) followed by a list of choices from which students have to select the correct or best response

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Multiple Measures: The use of a variety of assessments to evaluate performance in a subject area (e.g., using multiple-choice items, short answer questions, and performance tasks to assess student achievement in a subject); the use of multiple measures is advocated to obtain a fair and comprehensive measurement of performance

Mode: A measure of central tendency which identifies the most frequent score in a group of scores (e.g., in the group of scores: 1, 2, 8, 9,9,10, the mode is 9)

Norm: The midpoint or “average” score for the group of students to which a norm-referenced test was initially administered (the norm group). By design, 50% of the students score below and 50% above this score SCASS/AEAC Glossary of Assessment Terms Page 8 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Norm group: A group of students that is first administered a standardized norm-referenced test by its developers in order to establish scores for interpreting the performance of future testtakers

Norm-referenced test: A standardized test which compares the performance of students to an original group that took the test (the norm group); results usually reported in terms of percentile scores (e.g., a score of 90 means that the student did better than 90% of the norm group)

Normal curve equivalent (NCE): A normalized standard score used to compare scores across tests with different scales and/or between students on the same test (since arithmetic manipulations should not use percentiles); it has a mean of 50, a standard deviation of 21.06 and is often required for reporting by federal funding agencies such as Title I

Open-ended assessments: Constructed assessments (frequently tasks or problems) that require students to generate a solution to a problem for which there is no single correct answer (e.g., create a drawing that uses symbols of the Renaissance)

Percentile: A statistic provided by standardized norm-referenced tests which describes the performance of a student as compared to that of the norm group. The range is 1 to 99 with 50 denoting average performance. A student scoring at the 65th percentile performed better than, or as well as, 65% of the norm group

Performance assessment: A task/event/performance designed to measure a student’s ability to directly demonstrate particular knowledge and skills. E.g., a student may be asked to demonstrate some physical or artistic achievement: play a musical instrument, create or critique a work of art, or improvise a dance or a scene. These kinds of assessments (e.g., tasks, projects, portfolios, etc.) are scored using rubrics: established criteria for acceptable performance

Portfolio: A purposeful collection of student work across time which exhibits a student’s efforts, progress, or level of proficiency. Examples of types of portfolios include: showcase (best work), instructional, assessment (used to evaluate the student, and process or project (shows all phases in the development of a product or performance)

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Primary trait scoring: A type of rubric scoring constructed to assess a specific trait, skill or format or the impact on a designated audience. (Also see analytic scoring.) Project a type of performance assessment which is complex, usually requiring more than one type of activity, process, or product for completion

Quartile: A way of describing the position of a score on a norm referenced test, e.g., the score falls in one of four groups: 0-25th percentile, 26th -40th percentile, etc.

Quintile: A way of describing the position of a score on a norm referenced test, e.g., the score falls in one of five groups: 0-20th percentile, 21-40th percentile, etc.

Range: The most rudimentary method of describing how much a group of scores vary; range is determined by subtracting the lowest from the highest score in the group

Rating scale: A scale used to evaluate student learning using a gradation of numbers or labels; a Likert rating scale is frequently used to measure attitudes or perceptions

Reliability: A measure of the consistency of an assessment across time, judges and subparts of the assessment (assuming no real change in what is being measured)

Rating scale: A scale used to evaluate student learning using numbers or labels (e.g, a Likert scale)

Rubric (Sometime referred to as a scoring guide or scoring criteria): An established, ordered set of criteria for judging student performance/products; it includes performance descriptors of student work at various levels of achievement

Sampling: A way to get information about a large group by examining a smaller representative number of the group (the sample)

Scale score: A score indicating an individual's performance on a standardized test, which allows comparisons across sub-groups and time (E.g., one could use scale scores to compare test results among classes, schools, and districts; or across grades from year to year)

Scaffolded assessments: A set of context-dependent assessments, which are sequenced to measure ascending levels of learning; this set usually contains a variety of item formats (from multiplechoice to performance tasks) about a single stimulus (e.g., a specific set of materials: a particular situation, scenario, problem, or event). Since these kinds of assessments can measure a variety of kinds of learning, they provide the opportunity for diagnosis of instruction and identification of student strengths and weaknesses

Scoring criteria: The rules or guidelines used to assign a score (a number or a label) indicating the quality of a performance; in the analytic scoring of a performance, different rules may be applied to different dimensions or traits of the performance

Scoring guide: Directions for scoring and/or interpreting scores; the guide may include general instructions for raters, training notes, rating scales, rubric, and student work. Selected-response items a

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kind of test item for which students have to select the best or correct answer from a list of options (multiple-choice, etc.) or indicate the truth or falsity of a statement

Self-assessment: Collecting data about one's own performance for the purpose of evaluating it. Self-evaluation may include the comparison of one's own performance against established criteria, change in performance over time, and/or a description of current performance. Three types of educational standards are frequently used in education today

Standard deviation: A measure of the variability of a group of scores. When the standard deviation is high, students are performing very differently from each other; if it is low, students are performing similarly to one another

Standard error of measurement: A statistic used to indicate the consistency and reliability of a measurement instrument; a large standard error of measurement indicates that we have less confidence in the obtained score

Standards-based instruction: Instruction designed, taught, and assessed using Standards

- Content standards specify what students should know and be able to do in a specific content area---the essential knowledge, skills, processes, and procedures students must learn and be able to demonstrate. They answer the question: "What should be learned in this subject?" Student standards have been developed for periods of time ranging from individual grade levels to lifelong learning
- Performance standards specify the degree or quality of learning students are expected to demonstrate in the subject. They answer the question: "How good is good enough?" The national standards for the arts use the term "achievement standards" to avoid confusion between arts performance and performance assessment (Some states refer to established levels of proficiency instead of performance standards)
- Opportunity-to-learn standards specify what schools must provide to enable students to meet content and performance standards. student standards (achievement targets)

Stanine: A standard 9-point scale used to report the results of norm-referenced tests in order to allow comparison of scores across students, schools, districts, tests, grades, etc. The mean is 5 and the standard deviation approximately 2. Stanines of 1-3 are considered below average; 4-6 average; and 7-9 above average

Standardized test: A test administered to a group of persons under the same specific conditions so student results can be fairly compared

Summative Assessment: The effort to summarize student learning at a particular point in time such as the end of a chapter, unit, grading period, semester, year, or end of course

Test: A sample of behavior or performance administered in order to provide a basis for inferences about a larger subject area or domain of study. E.g., a teacher may administer a 30-minute test to provide evidence of the student's learning for the last two weeks or for a particular unit of instruction. The test may be norm- or criterion-referenced, traditional (e.g., multiple-choice, short answer, essay, etc.), or

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performance-based. A teacher-made test is one prepared and administered by the teacher, usually for use in the classroom

Validity: A characteristic of a measure which refers to its ability to measure what it is intended to measure AND do so reliably (i.e., measures consistently across time, judges, and subparts). A valid measure is both accurate and consistent; e.g., a bathroom scale may record 100 pounds every time a person gets on it, but if he or she actually weighs 120, the scale is reliable but not valid. Types of validity include:

- Content validity—The assessment has content validity if it measures the content or area it intends to measure
- Concurrent validity—The assessment has concurrent validity if it is correlated with other measures of that particular content or area
- Predictive validity—The assessment has predictive validity if it predicts later actual performance of the individual in that subject or area. Predictive validity is related to generalizability

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DANCE GLOSSARY OF TERMS

Aesthetic: A set of principles concerned with the nature and appreciation of beauty

Alignment: The process of adjusting the skeletal and muscular system to gravity to support effective functionality

Alternative performance venue: A performance site other than a standard Western style theater (for example, classroom, site specific venue, or natural environment)

Anatomical principles: The way the human body's skeletal, muscular and vascular systems work separately and in coordination

Artistic criteria: Aspects of craft and skill used to fulfill artistic intent

Artistic expression: The manifestations of artistic intent through dance, drama music, poetry, fiction, painting, sculpture or other artistic media.

Artistic statement: An artist's verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose

Body patterning: Neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline])

Body-mind principles: Concepts explored and/or employed to support body-mind connections (for example, breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)

Body-use: The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns

Bound movement: An "effort element" from Laban Movement Analysis in which energy flow is constricted

Capstone Project: A culminating performance-based assessment that determines what 12th graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research

Choreographic devices: Manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, canon, retrograde, call and response)

Codified movement: Common motion or motions set in a particular style that often have specific names and expectations associated with it

Context clues: Information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing

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Contrapuntal: An adjective that describes the noun counterpoint; music that has at least two melodic lines (voices) played simultaneously against each other; in dance, at least two movement patterns, sequences or phrases danced simultaneously using different body parts or performed by different dancers

Cultural movement practice: Physical movements of a dance that are associated with a particular country, community, or people

Dance literacy: The total experience of dance learning that includes the doing and knowing about dance: dance skills and techniques, dance making, knowledge and understanding of dance vocabulary, dance history, dance from different cultures, dance genres, repertory, performers and choreographers, dance companies, and dance notation and preservation

Dance movement principles: Fundamentals related to the craft and skill with which dance movement is performed (for example, the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift)

Dance phrase: A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

Dance structures: The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form

Dance study: A short dance that is comprised of several dance phrases based on an artistic idea

Dance techniques: The tools and skills needed to produce a particular style of movement

Dance terminology: Vocabulary used to describe dance and dance experiences Simple dance terminology (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor words, bend, twist, turn, open and close). Vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance; Genre-specific dance terminology used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others.

Dance work: A complete dance that has a beginning, middle (development), and end

Dynamics: The qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy (for example, lyrical, sustained, quick, light, or strong)

Elements of dance: The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement

Embody: To physicalize a movement, concept, or idea throughout the body

Energy: The dynamic quality, force attach, weight, and flow of movement

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Evaluative Criteria: The definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance

Explore: Investigate multiple movement possibilities to learn more about an idea

Free flowing movement: An “effort element” from Laban Movement Analysis in which energy is continuous

Functional alignment: The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing

General Space: Spatial orientation that is not focused towards one area of a studio or stage

Genre: A category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices)

Kinesthetic awareness: Pertaining to sensations and understanding of bodily movement

Locomotor: Movement that travels from one location to another or in a pathway through space (for example, in PreK, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap)

Movement Characteristics: The qualities, elements, or dynamics that describe or define a movement

Movement phrase: A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

Movement problem: A specific focus that requires one to find a solution and complete a task; gives direction and exploration in composition

Movement vocabulary: Codified or personal movement characteristics that define a movement style

Negative space: The area (space) around and between the dancer(s) or dance images(s) in a dance

Non-locomotor: Movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in PreK, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull)

Performance etiquette: Performance values and expected behaviors when rehearsing or performing (for instance, no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends)

Personal space: The area of space directly surrounding one’s body extending as far as a person can reach; also called the kinesphere

Polyrhythmic: In music, several rhythms layered on top of one another and played simultaneously; in dance, embodying several rhythms simultaneously in different body parts

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Production elements: Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props)

Production terminology: Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

Rhythm: The patterning or structuring of time through movement or sound

See.Think.Wonder: An inquiry-based Visual Thinking Strategy (VTS) used for critical analysis from Harvard Project Zero, in which children respond to simple questions (What do you see? What do you think? What do you wonder?) which enable a child to begin make meaning from an observed (dance) work of art

Sound Environment: Sound accompaniment for dancing other than music (for example, street noise, ocean surf, bird calls, spoken word)

Space: Components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

Spatial design: Pre-determined use of directions, levels, pathways, formations, and body shapes

Stimuli: A thing or event that inspires action, feeling, or thought

Style: Dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, Graham technique is a style of Modern Dance; rhythm tap is a style of Percussive Dance; Macedonian folk dance is a style of International Folk dance; Congolese dance is a style of African Dance)

Technical dance skills: The degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed and range)

Tempi: Different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition (singular: tempo)

Tempo: The pace or speed of a pulse or beat underlying music or movement (plural: tempi or tempos)

Theme: A dance idea that is stated choreographically

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MEDIA ARTS GLOSSARY OF TERMS

Balance: Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture

Components: Discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition: Principle of arrangement and balancing of components of a work for meaning and message

Constraints: Limitations on what is possible, both real and perceived

Contrast: Principle of using the difference between items, such as elements, qualities and components, to mutually complement them

Continuity: The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context: The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Convention: An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling

Copyright: The exclusive right to make copies, license, and otherwise exploit a produced work

Digital identity: How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent thinking: Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box"

Design thinking: A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design

Emphasis: Principle of giving greater compositional strength to a particular element or component in a media artwork

Ethics: Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments

Exaggeration: Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

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Experiential Design: Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design

Fairness: Complying with appropriate, ethical and equitable rules and guidelines

Fair use: Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

Force: Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

Generative methods: Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rulebending, etc.

Hybridization: Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia

Interactivity: A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles

Juxtaposition: Placing greatly contrasting items together for effect

Legal: The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

Manage audience experience: The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

Markets: The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

Media arts contexts: The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations

Media environments: Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online

Media literacy: A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages – National Association for Media Literacy Education

Media messages: Various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks

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Meaning: The formulation of significance and purposefulness in media artworks

Modeling /concept modeling: Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping

Movement: Principle of motion of diverse items within media artworks

Multimodal perception: Coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks

Multimedia theatre: The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience

Narrative structure: The framework for a story, usually consisting of an arc of beginning, conflict and resolution

Personal aesthetic: An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice"

Perspective: Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition

Point of view: The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters

Positioning: The principle of placement or arrangement

Production processes: The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design

Prototyping: Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Resisting closure: Delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive use of failure: Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules: The laws, or guidelines for appropriate behavior; protocols

Safety: Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups

Soft skills: Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

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Stylistic convention: A common, familiar, or even “formulaic” presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film

Systemic Communications: Socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, “viral” videos, social multimedia (e.g. “vine” videos), remixes, transmedia, etc.

System(s): The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving

Technological: The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Tone: Principle of “color”, “texture” or “feel” of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary production: Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work

Transmedia production: Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms

Virtual channels: Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual worlds: Online, digital, or synthetic environments (e.g. Minecraft, Second Life)

Vocational: The workforce aspects and contexts of media arts

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MUSIC GLOSSARY OF TERMS

- AB:** Musical form consisting of two sections, A and B, which contrast with each other (binary form)
- ABA:** Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)
- Ability:** Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction
- Academic vocabulary:** words that traditionally are used in academic dialogue and text
- Analog tools:** Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers
- Analyze:** Examine in detail the structure and context of music
- Arrangement:** Setting or adaptation of an existing musical composition
- Arranger:** Person who creates alternative settings or adaptations of existing music
- Articulation:** Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones)
- Artistic literacy:** Knowledge and understanding required to participate authentically in the Arts
- Atonality:** Music in which no tonic or key center is apparent
- Audiate:** Hear and comprehend sounds in one's head (inner hearing), even when no sound is present
- Audience etiquette:** Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed
- Beat:** Underlying steady pulse present in most music
- Benchmark:** Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set)
- Binary form:** (See AB)
- Body percussion:** Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patting (patting thighs), clapping, clicking, snapping
- Bordun:** Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating

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Chant: Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm

Chart: Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes

Chord progression: Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

Collaboratively: Working together on a common (musical) task or goal

Collaboratively-developed criteria: Qualities or traits for assessing achievement level that have been through a process of collective decision-making

Complex formal structure: Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections

Composer: One who creates music compositions

Composition: Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

Compositional devices: Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional techniques: Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, soundsilence, motion-stasis, in addition to compositional devices

Concepts, music: Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

Connection: Relationship among artistic ideas, personal meaning, and/or external context

Context: Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical: Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

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Context, personal: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social environment: Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Craftsmanship: Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance

Create: Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work

Creative intent: Shaping of the elements of music to express and convey emotions, thoughts, and ideas

Creator: One who originates a music composition, arrangement, or improvisation

Criteria: Guidelines used to judge the quality of a student's performance (See Rubric)

Cultural context: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Culturally authentic performance: Presentation that reflects practices and interpretation representative of the style and traditions of a culture

Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food

Cyclical structure: Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements

Demonstrate: Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Diatonic: Seven-tone scale consisting of five whole steps and two half steps

Digital environment: Simulated place made or created through the use of one or more computers, sensors, or equipment

Digital notation: A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers

Digital resources: Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone

Digital systems: Platforms that allow interaction and the conversion between and through the audio and digital domains

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Digital tools: Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software

Dynamics: Level or range of loudness of a sound or sounds

Elements of music: Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Enduring understanding: Overarching (aka, “big”) ideas that are central to the core of the music discipline and may be transferred to new situations

Ensemble: Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

Essential question: Question that is central to the core of a discipline –in this case, music – and promotes investigation to uncover corresponding enduring understanding(s)

Established criteria: Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Expanded form: Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

Explore: Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Expression: Feeling conveyed through music

Expressive aspects: Characteristics that convey feeling in the presentation of musical ideas

Expressive intent: Emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

Expressive qualities: Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity

Form: Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

Formal design: Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece

Fret: Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch

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Function: Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising

Fundamentals of music theory: Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords

Fusion: Type of music created by combining contrasting styles into a new style

Genre: Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

Guidance: Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently

Harmonic sequences: Series of two or more chords commonly used to support melody(ies)

Harmonizing instruments: musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs

Harmonization: Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material

Harmony: Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

Heterophonic: Musical texture in which slightly different versions of the same melody sound simultaneously

Historical context: Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience

Historical periods: Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900)

Homophonic: Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords

Iconic notation: Representation of sound and its treatment using lines, drawings, pictures

Imagine: Generate musical ideas for various purposes and contexts

Imagination: Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See Audiate)

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Improvisation: Music created and performed spontaneously or “in-the-moment,” often within a framework determined by the musical style

Improviser: One who creates music spontaneously or “in-the-moment”

Independently: Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed

Intent: Meaning or feeling of the music planned and conveyed by a creator or performer

Interpret: Determine and demonstrate music’s expressive intent and meaning when responding and performing

Interpretation: Intent and meaning that a performer realizes in studying and performing a piece of music

Intervals: Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

Intonation: Singing or playing the correct pitch in tune

Key signature: Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

Lead-sheet notation: System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played

Lyrics: Words of a song

Major scale: Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

Melodic contour: Shape of a melody created by the way its pitches repeat and move up and down in steps and skips

Melodic passage: Short section or series of notes within a larger work that constitutes a single coherent melodic idea

Melodic pattern: Grouping, generally brief, of tones or pitches

Melody: Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Meter: Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter)

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Minor scale: Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

Modal: Music based on a mode other than major or minor

Modes: Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian— were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged

Model cornerstone assessment: Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components

Moderately complex formal structure: Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way

Mood: Over-all feeling that a section or piece of music conveys

Monophonic: Musical texture consisting of a single, unaccompanied melodic line

Motif/motive: Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

Movement: Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds

Music literacy: Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Music theory: Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works

Music vocabulary: Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary)

Musical criteria: Traits relevant to assessing music attributes of a work or performance

Musical idea: Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Musical range: Span between the highest and lowest pitches of a melody, instrument, or voice

Musical work: Piece of music preserved as a notated copy or sound recording or passed through oral tradition

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Non-pitched instruments: Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones

Notation: Visual representation of musical sounds

One-part formal structure: Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as throughcomposed

Open-ended assessment: Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting

Pentatonic scale: Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible

Perform: Process of realizing artistic ideas and work through interpretation and presentation

Performing, performance: Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing)

Performance decorum: Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

Performance practice: Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work

Performance technique: Personal technical skills developed and used by a performer

Personal context: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Personally-developed criteria: Qualities or traits for assessing achievement level developed by students individually

Phrase: Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Phrasing: Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

Piece: General, non-technical term referring to a composition or musical work

Pitch: Identification of a tone or note with respect to highness or lowness (i.e., frequency)

Plan: Select and develop musical ideas for creating a musical work

Polyphonic: Musical texture in which two or more melodies sound simultaneously

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Polytonal: Music in which two or more tonalities (keys) sound simultaneously

Present: Share artistic work (e.g., a composition) with others

Program: Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting

Purpose: Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

Refine: Make changes in musical works or performances to more effectively realize intent through technical quality or expression

Repertoire: Body or set of musical works that can be performed

Respond: Understand and evaluate how the arts convey meaning

Rhythm: Duration or length of sounds and silences that occur in music; organization of sounds and silences in time

Rhythmic passage: Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

Rhythmic pattern: Grouping, generally brief, of long and short sounds and silences

Rondo: Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA

Rubric: Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement

Scale: Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

Score: Written notation of an entire music composition

Section: One of a number of distinct segments that together comprise a composition; a section consists of several phrases

Select: Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context

Sensitivity: Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression

Set: Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording

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Setting: Specified or implied instrumentation, voicing, or orchestration of a musical work

Setting of the text: Musical treatment of text as presented in the music

Share: Present artistic work (e.g., a composition) to others

Sight-reading: First attempt to perform a notated musical work

Simple formal structure: Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections

Social context: Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Sonic events: Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

Sonic experience: Perception and understanding of the sounds and silences of a musical work and their inter-relationship

Stage presence: Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression

Staging: Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance

Standard notation: System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

Storyline: Extra-musical narrative that inspires or explains the structure of a piece of music

Strophic form: Vocal music in which the music repeats with a new set of text each time

Structure: Totality of a musical work

Style: Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre

Stylistic expression: Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

Tablature: System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board

Teacher-provided criteria: Qualities or traits for assessing achievement level that are provided to students by the teacher

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Technical aspects: Characteristics enabling the accurate representation/presentation of musical ideas

Technical challenges: Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution

Technical accuracy, technical skill: Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

Tempo: Rate or speed of the beat in a musical work or performance

Tension/release: Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling

Ternary form: (See ABA)

Texture: Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

Theme and variations: Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

Timbre: Tone color or tone quality that distinguishes one sound source, instrument, or voice from another

Tonal pattern: Grouping, generally brief, of tones or pitches

Tonality: Tonic or key tone around which a piece of music is centered

Transfer: Use music knowledge and skills appropriately in a new context

Unity: Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See Variety)

Variety: Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See Unity)

Venue: Physical setting in which a musical event takes place

Vocables: Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

Vocalizations: Vocal exercises that include no text and are sung to one or more vowels

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THEATRE GLOSSARY OF TERMS

Acting techniques: Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance

Believability: Theatrical choices thought to be “true” based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

Character traits: Observable embodied actions that illustrate a character’s personality, values, beliefs, and history

Conflict: The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

Creative drama: A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative processes: The application of production and technical elements (see the definitions) to a theatrical production

Devised drama: Creation of an original performance piece by an ensemble

Dialogue: A conversation between two or more characters

Dramatic play: Make-believe where children naturally assign and accept roles, then act them out

Focus: Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre: Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture: An expressive and planned movement of the body or limbs

Given circumstances: The underlying actions and events that have happened before the play, story, or devised piece begins

Guided drama experience: A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role

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Improvise: The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed

Imaginary elsewhere: An imagined location which can be historical, fictional, or realistic

Imagined worlds: An imaginary world created collectively by participants in a drama experience

Inner thoughts: The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)

Motivation: Reasons why a character behaves or reacts in a particular way in a scene or play

Non-representational materials: Objects which can be transformed into specific props through the imagination

Objective: A goal or particular need or want that a character has within a scene or play

Plot: A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

Process drama: A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves

Production elements: Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts

Scripted drama: A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

Script analysis: The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters

Staging: Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

Story drama: Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves

Story elements: Characters, setting, dialogue, and plot that create a story

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Style: The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor

Tactic: The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb

Technical elements: The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production

Theatrical conventions: Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

Theme: The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas

Visual composition: The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as mise en scène

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VISUAL ARTS GLOSSARY OF TERMS

Art: In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, “The Role of Theory in Aesthetics,” Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art. In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.” An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of “good art.”

Artist statement: Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

Artistic investigations: In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing.

Art-making approaches: Diverse strategies and procedures by which artists initiate and pursue making a work.

Artwork: Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

Brainstorm: Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment.

Characteristic(s): Attribute, feature, property, or essential quality. Characteristics of form (and structure) Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

Collaboration: Joint effort of working together to formulate and solve creative problems.

Collaboratively: Joining with others in attentive participation in an activity of imagining, exploring, and/or making.

Concepts: Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form.

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Constructed environment: Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play

Contemporary artistic practice: Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

Context: Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception

Copyright: Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

Creative commons: Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice
(<http://creativecommons.org>)

Creativity: Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things

Criteria: In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

Contemporary criteria: Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

Established criteria: Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

Personal criteria: Principles for evaluating art and design based on individual preferences

Relevant criteria: Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

Critique: Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

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Cultural contexts: Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art

Cultural traditions: Pattern of practices and beliefs within a societal group

Curate: Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

Curator: Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

Design: Application of creativity to planning the optimal solution to a given problem and communication of that plan to others

Digital format: Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

Engagement: Attentive participation in an activity of imagining, exploring, and making

Exhibition narrative: Written description of an exhibition intended to educate viewers about its purpose

Expressive properties: Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

Fair use: Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

Formal and conceptual vocabularies: Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures

Genre: Category of art or design identified by similarities in form, subject matter, content, or technique

Image: Visual representation of a person, animal, thing, idea, or concept

Imaginative play: Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

Innovative thinking: Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

Material culture: Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals

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Materials: Substances out of which art is made or composed, ranging from the traditional to “nonart” material and virtual, cybernetic, and simulated materials

Medium/Media: Mode(s) of artistic expression or communication; material or other resources used for creating art

Open source: Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (<http://opensource.org/>)

Play: Spontaneous engaged activity through which children learn to experience, experiment, discover, and create

Portfolio: Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual’s creative growth and artistic literacy

Preservation: Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

Preserve: Protect, save, and care for (curate) objects, artifacts, and artworks

Style: Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

Technologies: Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments

Text: That form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

Venue: Place or setting for an art exhibition, either a physical space or a virtual environment

Visual components: Properties of an image that can be perceived

Visual imagery: Group of images; images in general Visual organization approaches and strategies Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

Visual plan: Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue

Idaho Dance Standards White Paper

Introduction

We, the Dance Standards Revision Executive Committee, upon review of the new dance standards as presented by the State Educational Agency Directors for Arts Education (SEADAE), recommend the adoption of these standards for the State of Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

Dance Education

Dance education provides all students with opportunities to participate in, understand, create, reflect and value the art of dance. Students exposed and trained in dance develop *dance literacy*, and participate in multiple ways of communicating and collaborating. Dance enhances any and all students' abilities to develop creativity, imagination, innovation, critical thinking and problem solving.

An education in dance fosters movement experiences where students are engaged in creating, performing, responding, and connecting. "The art of dance uses movement to communicate meaning about the human experience. It is far more than exercise or entertainment. It is a powerful medium to express one's values, thoughts, and aspirations about the lives we live and the world in which we live." (National Dance Education Organization).

Dance Literacy Defined

'Dance literacy is the ability to identify, understand, interpret, create, communicate and analyze, using movement, spoken language, written materials, and symbolic means in varying contexts. Dance literacy involves a continuum of learning by enabling individuals to achieve their goals, develop their art, knowledge and potential, as well as participate fully in their community and wider society' (Curran 28). In comparing the current Idaho Humanities Standards for Dance, the new standards more clearly reflect our values in dance as art in education.

The new Dance Standards are designed:

- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards.
- To identify the learning that we want for all of our students and to drive improvement in the system that delivers learning.
- To guide the delivery of arts education in the classroom in new ways of thinking, learning and creating.
To clarify through clear, concise, flexible standards for educators.
- To inform educators about implementation of arts programs for the traditional and emerging models and structures of education.
- To frame the artistic literacy, as outlined in philosophical foundations, lifelong goals and artistic processes.
- To focus a framework that delivers the educational nuance of standards in only four artistic processes (creating, performing, responding and connecting), bringing together what artists do and what we want our students to do.

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Conclusion

The Idaho Dance Standards Revision Executive Committee, comprised of a group of experienced and qualified dance educators, recognize the extensive work that has gone into the creation of the new Arts Standards and value how they will support a quality arts education for Idaho's youth.

Resources:

Curran, T. (2014) Perspectives on Literacy and Dance Literacy.
National Dance Education Organization website www.ndeo.org

Dance Committee Members:

Kay Braden, Idaho Commission on the Arts Teaching Dance Artist: Freelance Teacher/Choreographer
Leah Stephens Clark, Foothills School of Arts and Sciences, Boise: Performing Arts Specialist
Molly S. Jorgensen, Idaho State University School of Performing Arts: Dance Faculty
Sandee Nelson, Minidoka County School District: Teacher/Dance Coach Minico High School
Rachel Swenson, Idaho Fine Arts Academy Middle School Dance Specialist, Idaho Commission on the Arts Teaching Dance Artist

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Idaho Interdisciplinary Humanities Standards White Paper

Definition:

The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of **two or more** of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.

Purpose:

In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.

Design:

The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from **two or more** arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

Pedagogy:

In the Interdisciplinary Humanities classroom, the teacher(s) will have extensive expertise in two or more disciplines and will enable students to identify and apply authentic connections. Instruction will integrate essential concepts that transcend individual disciplines. The integration must be balanced in content, practices, and assessments. Structured around themes, issues, and/or movements, instruction will maintain a balance of academic study, performance, and project-based learning. The instructor will foster a collaborative environment that encourages academic risk-taking and inquiry.

Interdisciplinary Humanities Committee Members:

Chair: Heather Ohrtman Rogers, Lewiston: English, Spanish, Graphic Design Instructor

Steve Besel, Midvale, Music: Theatre, Interdisciplinary Humanities Instructor

Melissa Hegg, Boise: Sage International Charter School, English and Interdisciplinary Humanities Instructor

Kate Hunter, West Ada School District: Arts and Humanities Coordinator

Peggy Fiske, Lapwai Schools: Art Instructor

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Maura Goodard, Boise School District: History Instructor

Jamie Keller-Mann, West Ada District: History, Interdisciplinary Humanities Instructor

Ted McManus, McCall/Donnelly School District: History, Interdisciplinary Humanities Instructor

Dave Marotz, Rexburg: Principal

Lisa Nelson, Troy: Art Instructor

Dr. Dan Prinzing, Boise: Wassmuth Center for Human Rights

Carrie Seymour, Boise State University: Interdisciplinary Studies Associate Professor

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Idaho Media Arts White Paper

Media Arts Standards Recommendation

We, the Executive Committee on Media Arts Standards Revision, make recommendation that the Idaho State Department of Education adopt the State Educational Agency Directors for Arts Education new Media Arts Standards. As a new strand that has been adopted as a fifth arts discipline, Media Arts combines art and technology as an avenue that drives, critical, creative thinking. The flexibility and broad application of the new arts standards are particularly beneficial for Media Arts given the diversity and rapid evolution of the field. These standards are inclusive of at-risk and culturally diverse students. These standards will help ensure that students are not forced to work with outdated tools or strategies by allowing educators to incorporate new and emerging technologies into their programs on a continuing basis.

What are Media Arts?

Media Arts is a collection of expressive media that lie between two historical trajectories: computing and communications media. Included within that field of media arts are intentionally expressive work that are defined by what they are not. For instance, Media Arts are neither traditional media manipulated by hand (stone, ceramics, paint) nor are they productivity or visualization products not intended for expressivity (MRI scans, word processing, and other productivity tools). The technological products on the periphery of defined media arts can be included if the creator developed the product with intentional expressivity.

Media Arts consumes or augments many longstanding artistic and design oriented curricula. For instance, Graphic Design courses fit well within the Media Arts as do Photo- and Video-journalism courses. Students practicing Media Arts can and should synthesize tools and disciplinary approaches for creative problem solving. Due to the field's broad nature, Media Arts are changing constantly, and it is important to not specify software packages or skills sets too narrowly.

Where do we see Media Arts currently?

Media Arts is currently woven into a variety of classes that are listed in the 9-12th grade Idaho Career Clusters. In the K-8 curriculum, Media Arts has been already integrated throughout inquiry and project-based learning; however, it might not have been identified as such. In the past, there have been no media arts standards, so current standards exist within Idaho's Professional Technical Standards, Information and Communication Technology Standards, The International Society for Technology in Education (ISTE), Visual Arts, English Language Arts, Engineering, or other content areas. When the process and/or product of a class/course results in an intentional artistic expression using media arts, the instructor and students should refer to the new Media Arts to find objectives, goals, and resources for that course.

The Future of Media Arts

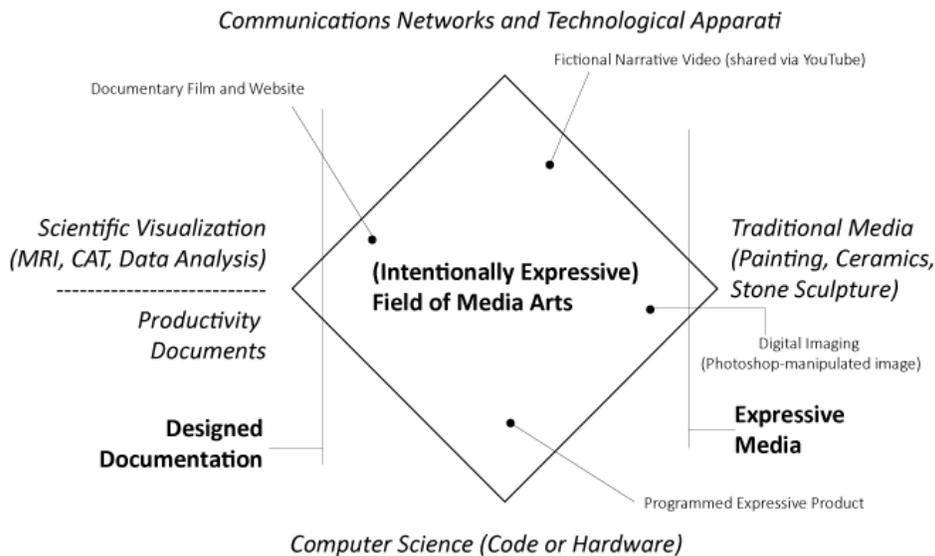
Media Arts is critical for college and career readiness in today's technologically driven society. It is essential for students to become creative contributors in a collaborative, digital global workforce.

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Although the current courses address some opportunities for students to learn and produce elements of media arts such as storytelling, coding, design thinking, and communication design, there is an identified need and desire to have a Media Arts adopted curriculum.

Some suggestions for further implementation of this adopted curriculum could include the following topics.

- User Interface Design (website development, mobile applications, kiosks)
- Understanding and Creating with Programming Language (coding)
- Game Design
- Animation (3D, stop-motion, web)
- Video Production
- Conceptual Development (makerspace)
- Lighting Design
- Sound Design
- Communication Design



Media Arts Committee Members:

Jacob Carder, Twin Falls High School, Art Instructor

Shelly McElliott, Xavier Charter School: Technology Coordinator

Katy Shanafelt, Boise High School: Visual Art Instructor

Georgina Goodlander, Idaho Fall Arts Council: Visual Arts Director

Dr. Greg Turner Rahman, University of Idaho: Professor of Media Arts

Marita Diffenbaugh, Boise School District: K-12 Instructional Technology Manager

Idaho Music Standards White Paper

The Problem: Current Music Standards are Inadequate for 21st Century Music Classrooms

It is well-known that learning music concepts enhances learning in all subject areas, yet the current Idaho Standards for music, which were adopted in 2008, are primarily skill-based standards. The new Idaho Music Standards emphasize concepts, allowing districts to write skill-based curricula guided by the principles of the Enduring Understandings and Essential Questions under each major category. In addition, the current standards do not differentiate between the many different strands of music. The new proposed standards have 5 strands, with specialized standards for each strand.

New Music Standards Organization

In the past four years, SEADAE (State Education Agencies Directors of Arts Education) have organized a new framework for teaching and learning in the arts. The new standards revolve around four artistic processes: Creating, Performing/Producing/ Presenting, Responding, and Connecting. The strand of Performing has been enlarged to include Producing and Presenting, which are expanded aspects of performing. The new strand of Connecting brings the classroom study of music into a larger context of its place in the arts and in the community of overall learning. This overall organization provides music educators with a framework of “Enduring Understandings” and “Essential Questions.” Using the new standards, Idaho teachers and school districts may create effective curriculum and lessons, providing a complete and thorough music education.

Committee recommendations:

Music Strand:

- Add parenthetical explanation to the title – (e.g. General Music, Music Appreciation)
- Extend the standards through HS Advanced to allow for high school classes such as music history or music appreciation

Music-Traditional and Emerging Ensemble Strands:

- Add parenthetical explanation to the title – (i.e. Performing Ensembles)
- Copy music strand standard MU:Pr6.1.8.e to also be MU:Pr6.1.E.5c for the purpose of including performing etiquette in performing classes
- Remove HS from all proficiency levels for the purpose of differentiation of instruction at both MS and HS. Listing would read: Novice, Intermediate, Proficient, Accomplished, Advanced

Music-Harmonizing Instruments Strand

- Add parenthetical explanation to the title (e.g.: guitar, keyboard)Remove HS from proficiency levels

Music-Composition and Theory Strand

- Re-title to Music-Composition and/or Theory Strand

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Request Adoption:

Because we believe the new standards better serve Idaho students and will allow Idaho teachers to build curriculum more appropriate to the classroom needs of our teachers and learners, the music committee requests adoption of the 2015 music standards. The standards will be presented both in chart format, to allow teachers to view standards across K-12 and outline format, which will allow teachers to copy and paste the standards into daily lesson plans.

Music Committee Members:

Chair: Barbara Oldenburg, West Ada School District: General Music Instructor
Aimee Atkinson, Renaissance High School: Choral Music Director
Matt Barkley, Post Falls High School: Band Director
Julie Burke, Lewiston High School: Choral Music Director
Quentin DeWitt, Rocky Mountain High School: Band Director
Tyler Eriksen, Eagle High School: Band Director
Shirley Van Paepeghem, North Star Charter School: General Music Instructor
Dr. Greg Springer, Boise State University: Music Education Professor

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Idaho Theatre Arts Standards White Paper

Background

As Theatre Arts Educators, we strive to provide an enriched curriculum that fosters vibrant imaginative skills, empowered personal expression, and an appreciation and support of cultural diversity. A theatre arts curriculum provides an environment where student learning and experience are fused together to create innovative and influential works. A solid foundation of theatre standards will provide Idaho students with a highly sought after set of interpersonal skills that transcend the classroom.

We, the Executive Committee on Humanities Theatre Standards Revision, make recommendation for the adoption of the new Theatre arts Standards recently developed by the State Education Agency Directors of Arts Education . As the Theatre Arts Association states, “Arts standards create a pathway to quality arts learning and teaching; prepare students for college and career; and affirm the arts as a core academic subject.”

The adoption of the new Theatre Arts Standards supports:

- Clarity through concise, flexible standards for educators
- The opportunity to deepen the understandings of each content area
- A framework for individual teacher creativity and flexibility
- The students’ learning in the four artistic processes of Creating, Performing, Responding, and Connecting
- Intentional focus on relating personal learning and experience to artistic expression and other disciplines
- Contemporary thought, practices, and technologies
- All arts disciplines, fostering a greater degree of cross collaboration
- Literacy that embraces artistic expression through reading, writing and analysis of contemporary and historical texts

Grade-by-grade performance standards from kindergarten to the three high school levels of achievement articulate student achievement in theatre and translate the standards into measurable goals.

We submit that with the adoption of these standards, Idaho educators will have a comprehensive document to advance their theatre arts objectives, thereby preparing their students to be critical thinkers and contributing citizens.

Theatre committee Members:

D. Sterling Blackwell, Centennial High School: Theatre Instructor
Brett Eshelman, Boise High School: Theatre Instructor
James Haycock, Twin Falls High School: Theatre Instructor
Tracy Harrison, Eagle High School: Theatre Instructor

Idaho Visual Arts Standards White Paper

Introduction

We, the Visual Arts Standards Revision Executive Committee, upon review of the new Visual Arts Standards as presented by the State Education Agency Directors of Arts Education (SEADAE) enthusiastically recommend the adoption of these standards for the State of Idaho. We recognize the extensive research, time and collaboration that went into developing these standards. We found that these standards are inclusive of at-risk and culturally diverse students reflected in the student population in Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

The new Visual Arts Standards provide a broad, flexible and sequential framework that meets the needs of educators in developing curriculum at a local level. The standards will guide teachers in instructing students in problem solving, collaboration, artistic practice, visual literacy, reflection, and experimentation, all contributing to educated citizens in our increasingly creative global economy.

Visual Arts Standards

In comparing the current Idaho Humanities Standards for Visual Arts, the new standards more clearly reflect our values in Visual Arts education and assist in the creation of curriculum.

The new Visual Arts Standards are designed:

- To clarify through clear, concise, flexible standards for educators
- To promote critical thinking, creative thinking, and problem solving skills
- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards
- To encourage Individual investigation as well as collaborative practice
- To support 21st Century skills, practice, and technologies
- To provide objective learning and assessment opportunities with accountability for instruction and achievement
- To help students develop awareness and understand the lives of people of different times and cultures
- To relate artistic ideas and works with societal, cultural and historical context to deepen understanding

What are Visual Arts?

The visual arts include the traditional fine arts, such as painting, drawing, sculpture, ceramics and the design arts. Visual art is defined by self-expression through creative art making. Additionally, the visual arts provide students with diverse backgrounds and needs an opportunity for discovery, self-expression, and communication. The Idaho visual arts standards committee members understand the importance of having rigorous standards in order to create a strong curriculum. We know that the Idaho Visual Arts Standards will encompass this shared belief.

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Visual Arts Committee members:

Chair: Camille Johnson, Twin Falls High School: Art Instructor
Michele Emery, Frank Church Alternative High School, Boise: Art Instructor
Peggy Fiske, Lapwai School District: Art Instructor
Lola Johnson, Lowell Scott Middle School, West Ada School District: Art Instructor
Dr. Kathleen Keys, Boise State University: Professor of Art Education
Sally Machlis, University of Idaho: Chair, Department of Art and Design
Ruth Piispanen, Idaho Commission on the Arts: Director of Arts Education

Idaho World Language Standards White Paper

Introduction

We, the World Language Executive Standards Revision Committee, upon review and discussion of the present World Language Standards as presented by The American Council of Teachers of Foreign Language highly recommend the adoption of the five main goal areas (Communication, Cultures, Connections, Comparisons and Communities) as a the basis for standards for the State of Idaho. We recognize the valid and extensive research, and the time and collaboration that went into developing the World Language Standards. These goals areas meet the needs of all Idaho students. We are proposing that Idaho utilize our own standards within each goal area to meet the needs of our students. The standards we are proposing are equally applicable to learners at all levels, native speakers and heritage speakers (including English Language Learners), American Sign Language, and Classical Languages (Latin and Greek). The proposed standards include language to reflect the current educational landscape in Idaho and will strongly serve the needs of all students in our state. These standards and performance indicators provide flexible and sequential guidelines that serve the needs of World Language Educators in all levels of language instruction in all districts.

Rationale for Change

Problem:

Current Idaho State World Language Standards (adopted in 2008) do not complement the 2012 ACTFL World-Readiness Standards for Learning Languages nor the Idaho Core and its mandate for literacy, 21st century skills, and College and Career readiness in all content areas. *Pg. 4 Common Core State Standards Workbook*: “The standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility...” The 2008 Idaho State World Language Standards do not require the same depth that the ACTFL World-readiness standards recommend, though many Idaho educators are currently incorporating these more rigorous essential competencies into their classrooms.

Solution:

ACTFL and IATLC (Idaho Association of Teachers of Languages and Cultures – the state professional organization) have taken a lead in language research and education in the nation and state respectively. As a part of that process, ACTFL has established robust and rigorous World Readiness Standards for Learning Languages that align directly with the goals of the Idaho Core.

As such we propose that the State of Idaho support aligning the main goal areas in Idaho’s World Language Standards with those in the ACTFL World Readiness Standards for Learning Languages. This will provide local flexibility while still preparing Idaho’s students for colleges and careers. The goal areas are written globally and encompass instructional and proficiency levels ranging from ‘novice low’ to ‘distinguished’, regardless of age, grade level, or instructional program.

The new set of standards would provide a statewide common language (terminology), targeted outcomes to determine proficiency regardless of age or program, and a clear articulation of the power of language learning within an increasingly global economy.

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These standards focus instruction on performance-based tasks and applicable outcomes, and therefore directly correlate to and support the movement in Idaho toward assessments that measure students' communication skills.

The five goal areas are designed:

- To guide learners to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- To prepare learners to use the language to investigate, explain, and reflect upon the relationship between the practices and perspectives of the cultures studied.
- To encourage learners to build, reinforce, and expand their knowledge of the other disciplines while using the language to develop critical thinking and to solve problems creatively.
- To prepare learners to use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- To give learners the tools to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- To clarify through clear, concise, flexible standards for educators.
- To guide the delivery of World Language education in the classroom in new ways of thinking learning and creating.
- To build upon essential questions and enduring understandings through anchor standards.

World Language Standards Committee Members:

Cynthia Cook, Mountain Home High School: German Instructor

Helga Frankenstein, Boise School District: World Language Supervisor

Andrew Horning, Kuna High School: French Instructor

Kate Hunter, West Ada School District: World Language Supervisor

Sheila Miller, Borah High School: Spanish/Japanese Instructor

Heather Ohrtman-Rogers, Jenifer Junior High School, Lewiston: Spanish Instructor

Craig Sheehy, Columbia High School, Nampa: Spanish Instructor

Becca Sibrian, Boise State University: German Senior Lecturer

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Idaho State Science Standards

Draft

April 2015

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Elementary School (Kindergarten)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (PS1-K-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

- Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.
- Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers. (PS1-K-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (PS1-K-2)

Crosscutting Concepts (CCC)

Cause and Effect

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-K-1, PS1-K-2)

Connections to the Nature of Science	
Scientific Investigations Use a Variety of Methods Scientists use different ways to study the world. (PS1-K-1)	
Idaho Common Core Connections	
ELA/Literacy RI.K.1 With prompting and support, ask and answer questions about key details in a text (PS1-K-2) W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (PS1-K-1) SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (PS1-K-2)	Mathematics MP.2 Reason abstractly and quantitatively. (PS-1-K-1) K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (PS-1-K-1) K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (PS1-K-1)

PS2-K Energy

Disciplinary Core Ideas (DCI)

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (PS2-K-1, PS2-K-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.

- Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.
- Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.

PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

- Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (PS2-K-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)

Crosscutting Concepts (CCC)

Cause and Effect

Events have causes that generate observable patterns. (PS2-K-1, PS2-K-2)

Connections to Nature of Science	
Scientific Investigations Use a Variety of Methods Scientists use different ways to study the world. (PS2-K-1)	
Idaho Common Core Connections	
ELA/Literacy W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (PS2-K-2)	Mathematics K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (PS2-K-1), (PS2-K-2)

LS: Life Sciences

LS1-K Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)	
LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1) Living and non-living things have distinct characteristics. (LS1-K-2) 	
Performance Expectations (PE)	
Students who demonstrate understanding can: LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. <ul style="list-style-type: none"> Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water. LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items. <ul style="list-style-type: none"> Clarification Statement: Use chart or Venn diagram to sort objects or pictures into living and not-living items. 	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (LS1-K-1) <p style="text-align: center;">Connections to Nature of Science</p> Scientific Knowledge is Based on Empirical Evidence Scientists look for patterns and order when making observations about the world. (LS1-K-1)	Patterns Patterns in the natural and human designed world can be observed and used as evidence. (LS1-K-1)

Idaho Common Core Connections	
ELA/Literacy <i>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (LS1-K-1), (LS1-K-2)</i>	Mathematics <i>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (LS1-K-1), (LS1-K-2)</i>

ESS: Earth and Space Sciences

ESS1-K Earth's Systems

Disciplinary Core Ideas (DCI)

ESS2.D: Weather and Climate

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1)
- The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (ESS1-K-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.

- Clarification Statement:** Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
- Assessment Boundary:** Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

- Clarification Statement:** Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Science and Engineering Practices (SEP)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (ESS1-K-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Construct an argument with evidence to support a claim. (ESS1-K-2)

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (ESS1-K-1)

Systems and System Models

Systems in the natural and designed world have parts that work together. (ESS1-K-2)

Connections to Nature of Science	
<p>Science Knowledge is Based on Empirical Evidence Scientists look for patterns and order when making observations about the world. (ESS1-K-1)</p>	
Idaho Common Core Connections	
<p>ELA/Literacy R.K.1 With prompting and support, ask and answer questions about key details in a text. (ESS1-K-2) W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (ESS1-K-2) W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (ESS1-K-2) W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (ESS1-K-1),(ESS1-K-2)</p>	<p>Mathematics MP.2 Reason abstractly and quantitatively. (ESS-1-K-1) MP.4 Model with mathematics. (ESS1-K-1) K.CC.A Know number names and the count sequence. (ESS1-K-1) K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (ESS-1-K-1) K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (ESS1-K-1)</p>

ESS2-K Earth and Human Activity

Disciplinary Core Ideas (DCI)

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)

ESS3.B: Natural Hazards

- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)

ETS1.A: Defining and Delimiting an Engineering Problem

- Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (ESS2-K-3)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

- Clarification Statement: Emphasis is on local forms of severe weather.

ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
 • Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"> Ask questions based on observations to find more information about the designed world. (ESS2-K-2) <p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Use a model to represent relationships in the natural world. (ESS2-K-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (ESS2-K-2) Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (ESS2-K-3) 	<p>Cause and Effect Events have causes that generate observable patterns. (ESS2-K-2, ESS2-K-3)</p> <p>Systems and System Models Systems in the natural and designed world have parts that work together. (ESS2-K-1)</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology People encounter questions about the natural world every day. (ESS2-K-2)</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World People depend on various technologies in their lives; human life would be very different without technology. (ESS2-K-2)</p>

Idaho Common Core Connections

<p>ELA/Literacy</p> <p>R.K.1 With prompting and support, ask and answer questions about key details in a text. (ESS2-K-2)</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (ESS2-K-3)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (ESS2-K-2)</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (ESS2-K-1)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS-2-K-1)</p> <p>MP.4 Model with mathematics. (ESS2-K-1), (ESS2-K-2)</p> <p>K.CC Counting and Cardinality (ESS2-K-1), (ESS2-K-2)</p>
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Elementary School (1st Grade)

PS: Physical Sciences

PS1-1 Waves

Disciplinary Core Ideas (DCI)

PS4.A: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1-1)

PS4.B: Electromagnetic Radiation (light)

- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-1-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-1-3)

PS4.C: Information Technologies and Instrumentation

- People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-1-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

- Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

- Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

- Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Assessment Boundary: Assessment does not include the speed of light.

PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

- Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.
- Assessment Boundary: Assessment does not include technological details for how communication devices work.

Science and Engineering Practices (SEP)

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct investigations collaboratively to produce evidence to answer a question. (PS1-1-1, PS1-1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of

Crosscutting Concepts (CCC)

Cause and Effect

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-1-1, PS1-1-2, PS1-1-3)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science, on Society and the Natural World

<p>natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (PS1-1-2) • Use tools and materials provided to design a device that solves a specific problem. (PS1-1-4) <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods Science investigations begin with a question. (PS1-1-1) Scientists use different ways to study the world. (PS1-1-1)</p>	<p>People depend on various technologies in their lives; human life would be very different without technology. (PS1-1-4)</p>
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Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (PS1-1-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (PS1-1-1), (PS1-1-2), (PS1-1-3), (PS1-1-4)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (PS1-1-1), (PS1-1-2), (PS1-1-3)</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (PS1-1-1), (PS1-1-2), (PS1-1-3)</p>	<p>Mathematics</p> <p>MP.5 Use appropriate tools strategically. (PS1-1-4)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (PS1-1-4)</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (PS1-1-4)</p>

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)

LS1.A: Structure and Function

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1)

LS1.B: Growth and Development of Organisms

- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2)
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3)

LS1.D: Information Processing

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

- Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales;

stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

- Clarification Statement: Changes organisms go through during their life form a pattern.
- Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Science and Engineering Practices (SEP)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use materials to design a device that solves a specific problem or a solution to a specific problem. (LS1-1-1)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (LS1-1-2)

Developing and Using Models

Modeling in K-2 builds on prior experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop models to describe phenomena. (LS1-1-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Scientists look for patterns and order when making observations about the world. (LS1-1-2)

Science findings are based on recognizing patterns. (LS1-1-3)

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (LS1-1-2)

Patterns of change can be used to make predictions. (LS1-1-3)

Structure and Function

The shape and stability of structures of natural and designed objects are related to their function(s). (LS1-1-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World

Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (LS1-1-1)

Idaho Common Core Connections

ELA/Literacy

RI.1.1 Ask and answer questions about key details in a text. (LS1-1-2)

RI.1.2 Identify the main topic and retell key details of a text. (LS1-1-2)

RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (LS1-1-2)

RI.1.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (LS1-1-3)

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (LS1-1-1)

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (LS1-1-3)

Mathematics

MP.4 Model with mathematics. (LS1-1-3)

3.NBT Number and Operations in Base Ten (LS1-1-3)

1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (LS1-1-2)

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (LS1-1-2)

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (LS1-1-2)

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations,

	<i>and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (LS1-1-2)</i> 3.NF <i>Number and Operations—Fractions (LS1-1-3)</i>
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LS2-1 Heredity: Inheritance and Variation of Traits

Disciplinary Core Ideas (DCI)

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

- Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.
- Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Science and Engineering Practices (SEP)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (LS2-1-1)

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (LS2-1-1)

Idaho Common Core Connections

ELA/Literacy

1.RI.1 *Ask and answer questions about key details in a text. (LS2-1-1)*

W.1.7 *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (LS2-1-1)*

W.1.8 *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (LS2-1-1)*

Mathematics

MP.2 *Reason abstractly and quantitatively. (LS2-1-1)*

MP.5 *Use appropriate tools strategically. (LS2-1-1)*

1.MD.A.1 *Order three objects by length; compare the lengths of two objects indirectly by using a third object. (LS2-1-1)*

ESS: Earth and Space Sciences

ESS1-1 Earth's Place in the Universe

Disciplinary Core Ideas (DCI)

ESS1.A: The Universe and its Stars

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1-1)
- ESS1.B: Earth and the Solar System**
- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)
 - Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.

ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

- Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (ESS1-1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (ESS1-1-1)

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (ESS1-1-1, ESS1-1-2)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes natural events happen today as they happened in the past. (ESS1-1-1)
Many events are repeated. (ESS1-1-1)

Idaho Common Core Connections

ELA/Literacy

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (ESS1-1-1),(ESS1-1-2)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (ESS1-1-1),(ESS1-1-2)

Mathematics

MP.2 Reason abstractly and quantitatively. (ESS1-1-2)

MP.4 Model with mathematics. (ESS1-1-2)

MP.5 Use appropriate tools strategically. (ESS1-1-2)

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (ESS1-1-2)

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (ESS1-1-2)

Elementary School (2nd Grade)

PS: Physical Sciences

PS1-2 Matter and Its Interactions

Disciplinary Core Ideas (DCI)

PS1.A: Structure and Properties of Matter

- Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)
- Different properties are suited to different purposes. (PS1-2-2),(PS1-2-3)
- A great variety of objects can be built up from a small set of pieces. (PS1-2-3)

PS1.B: Chemical Reactions

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

- Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

- Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Assessment Boundary: Assessment of quantitative measurements is limited to length.

PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

- Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.

PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

- Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.(PS1-2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural and human designed world can be observed. (PS1-2-1)

Cause and Effect

Events have causes that generate observable patterns. (PS1-2-4)

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-2-2)

Energy and Matter

Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (PS1-2-3)

<p>intended. (PS1-2-2)</p> <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (PS1-2-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (PS1-2-4) <p style="text-align: center;">Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena Science searches for cause and effect relationships to explain natural events. (PS1-2-4)</p>	<p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Engineering, Technology, and Science, on Society and the Natural World Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (PS1-2-2)</p>
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Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (PS12--4)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (PS1-2-4)</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text. (PS1-2-2),(PS1-2-4)</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (PS1-2-4)</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (PS1-2-1),(PS1-2-2),(PS1-2-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (PS1-2-1),(PS1-2-2),(PS1-2-3)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (PS1-2-2)</p> <p>MP.4 Model with mathematics. (PS1-2-1),(PS1-2-2)</p> <p>MP.5 Use appropriate tools strategically. (PS1-2-2)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (PS1-2-1),(PS1-2-2)</p>

LS: Life Sciences

LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)
<p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> Plants depend on water and light to grow. (LS1-2-1) Plants depend on animals for pollination or to move their seeds around. (LS1-2-2) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (LS1-2-2)
Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- **Assessment Boundary:** Assessment is limited to testing one variable at a time.

LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Science and Engineering Practices (SEP)

Crosscutting Concepts (CCC)

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (LS1-2-2)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (LS1-2-1)

Cause and Effect

Events have causes that generate observable patterns. (LS1-2-1)

Structure and Function

The shape and stability of structures of natural and designed objects are related to their function(s). (LS1-2-2)

Idaho Common Core Connections

ELA/Literacy

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (LS1-2-1)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (LS1-2-1)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (LS1-2-2)

Mathematics

MP.2 Reason abstractly and quantitatively. (LS1-2-1)

MP.4 Model with mathematics. (LS1-2-1),(LS1-2-2)

MP.5 Use appropriate tools strategically. (LS1-2-1)

2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (LS1-2-2)

LS2-2 Biological Adaptation: Unity and Diversity

Disciplinary Core Ideas (DCI)

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.

- **Clarification Statement:** Emphasis is on the diversity of living things in each of a variety of different habitats.
- **Assessment Boundary:** Assessment does not include specific animal and plant names in specific habitats.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (LS2-2-1) <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence Scientists look for patterns and order when making observations about the world. (LS2-2-1)</p>	<p>Patterns Patterns in the natural and human designed world can be observed. (LS2-2-1)</p>
Idaho Common Core Connections	
<p>ELA/Literacy W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (LS2-2-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (LS2-2-1)</p>	<p>Mathematics MP.2 Reason abstractly and quantitatively. (LS2-2-1) MP.4 Model with mathematics. (LS2-2-1) 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (LS2-2-1)</p>

ESS: Earth and Space Sciences

ESS1-2 Earth’s Place in the Universe

Disciplinary Core Ideas (DCI)	
<p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1) 	
Performance Expectations (PE)	
<p>Students who demonstrate understanding can:</p> <p>ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <ul style="list-style-type: none"> Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly. Assessment Boundary: Assessment does not include quantitative measurements of timescales. 	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of</p>	<p>Stability and Change Things may change slowly or rapidly. (ESS1-2-1)</p>

natural phenomena and designing solutions. <ul style="list-style-type: none"> • Make observations from several sources to construct an evidence-based account for natural phenomena. (ESS1-2-1) 	
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Idaho Common Core Connections	
ELA/Literacy RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (ESS1-2-1) RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ESS1-2-1) W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ESS1-2-1) W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (ESS1-2-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (ESS1-2-1) SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (ESS1-2-1)	Mathematics MP.2 Reason abstractly and quantitatively. (ESS1-2-1) MP.4 Model with mathematics. (ESS1-2-1) 2.NBT.A Understand place value. (ESS1-2-1)

ESS2-2 Earth's Systems

Disciplinary Core Ideas (DCI)	
ESS2.A: Earth Materials and Systems <ul style="list-style-type: none"> • Wind and water can change the shape of the land. (ESS2-2-1) ESS2.B: Plate Tectonics and Large-Scale System Interactions <ul style="list-style-type: none"> • Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2) ESS2.C: The Roles of Water in Earth's Surface Processes <ul style="list-style-type: none"> • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3) ETS1.C: Optimizing the Design Solution <ul style="list-style-type: none"> • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1) 	
Performance Expectations (PE)	
Students who demonstrate understanding can:	
ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <ul style="list-style-type: none"> • Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land. 	
ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. <ul style="list-style-type: none"> • Assessment Boundary: Assessment does not include quantitative scaling in models. 	
ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or	Patterns Patterns in the natural world can be observed. (ESS2-2-2, ESS2-2-3) Stability and Change

<p>storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Develop a model to represent patterns in the natural world. (ESS2-2-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Compare multiple solutions to a problem. (ESS2-2-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (ESS2-2-3) 	<p>Things may change slowly or rapidly. (ESS2-2-1)</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World Developing and using technology has impacts on the natural world. (ESS2-2-1)</p> <p>Connections to Nature of Science</p> <p>Science Addresses Questions About the Natural and Material World Scientists study the natural and material world. (ESS2-2-1)</p>
<p>Idaho Common Core Connections</p>	
<p>ELA/Literacy</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ESS2-2-1)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (ESS2-2-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ESS2-2-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (ESS2-2-3)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (ESS2-2-2)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS2-2-1),(ESS2-2-2)</p> <p>MP.4 Model with mathematics. (ESS2-2-1),(ESS2-2-2)</p> <p>MP.5 Use appropriate tools strategically. (ESS2-2-1)</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (ESS2-2-2)</p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (ESS2-2-1)</p>

Elementary School (3rd Grade)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)

PS2.A: Forces and Motion

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)
- Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest. (PS1-3-2)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)

PS2.B: Types of Interactions

- Objects in contact exert forces on each other. (PS1-3-1)
- Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (PS1-3-3, PS1-3-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

- Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

- Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
- Assessment Boundary: Assessment does not include technical terms such as period and frequency.

PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

- Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

- Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Science and Engineering Practices (SEP)

Asking Questions and Defining Problems

Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Ask questions that can be investigated based on patterns such as cause and

Crosscutting Concepts (CCC)

Patterns

Patterns of change can be used to make predictions. (PS1-3-2)

Cause and Effect

Cause and effect relationships are routinely identified. (PS1-3-1)

<p>effect relationships. (PS1-3-3)</p> <ul style="list-style-type: none"> Define a simple problem that can be solved through the development of a new or improved object or tool. (PS1-3-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (PS1-3-1) Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (PS1-3-2) <p style="text-align: center;">Connections to Nature of Science</p> <p>Science Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns. (PS1-3-2)</p> <p>Scientific Investigations Use a Variety of Methods Science investigations use a variety of methods, tools, and techniques. (PS1-3-1)</p>	<p>Cause and effect relationships are routinely identified, tested, and used to explain change. (PS1-3-3)</p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (PS1-3-4)</p>
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Idaho Common Core Connections

ELA/Literacy

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (PS1-3-1), (PS1-3-3)
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (PS1-3-3)
- RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (PS1-3-3)
- W.3.7** Conduct short research projects that build knowledge about a topic. (PS1-3-1), (PS1-3-2)
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (PS1-3-1), (PS1-3-2)
- SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (PS1-3-3)

Mathematics

- MP.2** Reason abstractly and quantitatively. (PS1-3-1)
- MP.5** Use appropriate tools strategically. (PS1-3-1)
- 3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (PS1-3-1)

LS: Life Sciences

LS1-3 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)

LS2.D: Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-3-1. Construct an argument that some animals form groups that help members survive	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an argument with evidence, data, and/or a model. (LS1-3-1) 	<p>Cause and Effect Cause and effect relationships are routinely identified and used to explain change. (LS1-3-1)</p>
Idaho Common Core Connections	
<p>ELA/Literacy <i>RI.3.1</i> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS1-3-1) <i>RI.3.3</i> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS1-3-1) <i>W.3.1</i> Write opinion pieces on topics or texts, supporting a point of view with reasons. (LS1-3-1)</p>	<p>Mathematics <i>MP.4</i> Model with mathematics. (LS1-3-1) <i>3.NBT</i> Number and Operations in Base Ten. (LS1-3-1)</p>

LS2-3 Heredity: Inheritance and Variation of Traits

Disciplinary Core Ideas (DCI)	
<p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Many characteristics of organisms are inherited from their parents. (LS2-3-1) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1) The environment also affects the traits that an organism develops. (LS2-3-2) 	
Performance Expectations (PE)	
<p>Students who demonstrate understanding can:</p> <p>LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <ul style="list-style-type: none"> Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans. Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples. <p>LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <ul style="list-style-type: none"> Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight. 	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing</p>	<p>Patterns Similarities and differences in patterns can be used to sort and classify natural</p>

<p>quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (LS2-3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Use evidence (e.g., observations, patterns) to support an explanation. (LS2-3-2) 	<p>phenomena. (LS2-3-1)</p> <p>Cause and Effect Cause and effect relationships are routinely identified and used to explain change. (LS2-3-2)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS2-3-1),(LS2-3-2)</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (LS2-3-1),(LS2-3-2)</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS2-3-1),(LS2-3-2)</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-3-1),(LS2-3-2)</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (LS2-3-1),(LS2-3-2)</p>	<p>Mathematics</p> <p>MP.2 Reason abstratly and quantitatively. (LS2-3-1),(LS2-3-2)</p> <p>MP.4 Model with mathematics. (LS2-3-1),(LS2-3-2)</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (LS2-3-1),(LS2-3-2)</p>
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ESS: Earth and Space Sciences

ESS1-3 Earth’s Systems

Disciplinary Core Ideas (DCI)	
<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1) Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2) 	
Performance Expectations (PE)	
Students who demonstrate understanding can:	
<p>ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <ul style="list-style-type: none"> Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction. Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change. <p>ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.</p>	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing</p>	<p>Patterns Patterns of change can be used to make predictions. (ESS1-3-1, ESS1-3-2)</p>

<p>quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (ESS1-3-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> Obtain and combine information from books and other reliable media to explain phenomena. (ESS1-3-2) 	
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Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (ESS1-3-2)</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (ESS1-3-2)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (ESS1-3-2)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS1-3-1),(ESS1-3-2)</p> <p>MP.4 Model with mathematics. (ESS1-3-1),(ESS1-3-2)</p> <p>MP.5 Use appropriate tools strategically. (ESS1-3-1)</p> <p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (ESS1-3-1)</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in bar graphs. (ESS1-3-1)</p>

ESS2-3 Earth and Human Activity

Disciplinary Core Ideas (DCI)	
<p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1) 	
Performance Expectations (PE)	
<p>Students who demonstrate understanding can:</p> <p>ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <ul style="list-style-type: none"> Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods. 	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (ESS2-3-1) 	<p>Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS2-3-1)</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World Engineers improve existing technologies or develop new ones to increase their benefits</p>

	<p>(e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (ESS2-3-1)</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science is a Human Endeavor Science affects everyday life. (ESS2-3-1)</p>
Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (ESS2-3-1)</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic. (ESS2-3-1)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS2-3-1)</p> <p>MP.4 Model with mathematics. (ESS2-3-1)</p>

Elementary School (4th Grade)

PS: Physical Sciences

PS1-4 Energy

Disciplinary Core Ideas (DCI)

PS3.A: Definitions of Energy

- The faster a given object is moving, the more energy it possesses. (PS1-4-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)

PS3.B: Conservation of Energy and Energy Transfer

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)
- Light also transfers energy from place to place. (PS1-4-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)

PS3.C: Relationship Between Energy and Forces

- When objects collide, the contact forces transfer energy so as to change the objects' motions. (PS1-4-3)

PS3.D: Energy in Chemical Processes and Everyday Life

- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)

ETS1.A: Defining Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (PS1-4-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

- **Assessment Boundary:** Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

- **Assessment Boundary:** Assessment does not include quantitative measurements of energy.

PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

- **Clarification Statement:** Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- **Assessment Boundary:** Assessment does not include quantitative measurements of energy.

PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- **Clarification Statement:** Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.
- **Assessment Boundary:** Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (PS1-4-3) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (PS1-4-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (PS1-4-1) Apply scientific ideas to solve design problems. (PS1-4-4) 	<p>Energy and Matter Energy can be transferred in various ways and between objects. (PS1-4-1, PS1-4-2, PS1-4-3, PS1-4-4)</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World Engineers improve existing technologies or develop new ones. (PS1-4-4)</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor Most scientists and engineers work in teams. (PS1-4-4) Science affects everyday life. (PS1-4-4)</p>
Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (PS1-4-1)</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (PS1-4-1)</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (PS1-4-1)</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (PS1-4-1)</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (PS1-4-2), (PS1-4-3), (PS1-4-4)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (PS1-4-1), (PS1-4-2), (PS1-4-3), (PS1-4-4)</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-4-1)</p>	<p>Mathematics</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (PS1-4-4)</p>

PS2-4 Waves

Disciplinary Core Ideas (DCI)
<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1) Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode

information—convert it from digitized form to voice—and vice versa. (PS2-4-3)

ETS1.C: Optimizing The Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (PS2-4-3)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

- Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

- Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.

- Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Science and Engineering Practices (SEP)

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (PS2-4-1)
- Develop a model to describe phenomena. (PS2-4-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (PS2-4-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Science findings are based on recognizing patterns. (PS2-4-1)

Crosscutting Concepts (CCC)

Patterns

Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena. (PS2-4-1)

Similarities and differences in patterns can be used to sort and classify designed products. (PS2-4-3)

Cause and Effect

Cause and effect relationships are routinely identified. (PS2-4-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Knowledge of relevant scientific concepts and research findings is important in engineering. (PS2-4-3)

Idaho Common Core Connections

ELA/Literacy

- RI.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (PS2-4-3)
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (PS2-4-3)
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (PS2-4-1),(PS2-4-2)

Mathematics

- 4MP.4** Model with mathematics. (PS2-4-1),(PS2-4-2)
- 4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (PS2-4-1),(PS2-4-2)

LS: Life Sciences

LS1-4 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)

LS1.A: Structure and Function

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1)
- Animals have various body systems with specific functions for sustaining life: skeletal, circulatory, respiratory, muscular, digestive, etc. (LS1-4-1).

LS1.D: Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.
- Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.

LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

- Clarification Statement: Emphasis is on systems of information transfer.
- Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Science and Engineering Practices (SEP)

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Use a model to test interactions concerning the functioning of a natural system. (LS1-4-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Construct an argument with evidence, data, and/or a model. (LS1-4-1)

Crosscutting Concepts (CCC)

Systems and System Models

A system can be described in terms of its components and their interactions. (LS1-4-1, LS1-4-2)

Idaho Common Core Connections

ELA/Literacy

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (LS1-4-1)
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (LS1-4-2)

Mathematics

4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (LS1-4-1)

LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)

LS2.A: Interdependent Relationships in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Clarification Statement:** Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- Assessment Boundary:** Assessment does not include molecular explanations.

Science and Engineering Practices (SEP)

Developing and Using Models

Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model to describe phenomena. (LS2-4-1)

Connections to the Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

Science explanations describe the mechanisms for natural events. (LS2-4-1)

Crosscutting Concepts (CCC)

Systems and System Models

A system can be described in terms of its components and their interactions. (LS2-4-1)

Idaho Common Core Connections

ELA/Literacy

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (LS2-4-1)

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (LS2-4-1)

Mathematics

MP.2 Reason abstractly and quantitatively. (LS2-4-1)

MP.4 Model with mathematics. (LS2-4-1)

ESS: Earth and Space Sciences

ESS1-4 Earth's Place in the Universe

Disciplinary Core Ideas (DCI)

ESS1.C: The History of Planet Earth

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1)
- There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

- Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.
- Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

Science and Engineering Practices (SEP)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Identify the evidence that supports particular points in an explanation. (ESS1-4-1)

Crosscutting Concepts (CCC)

Patterns

Patterns can be used as evidence to support an explanation. (ESS1-4-1)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes consistent patterns in natural systems. (ESS1-4-1)

Idaho Common Core Connections

ELA/Literacy

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ESS1-4-1)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS1-4-1)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS1-4-1)

Mathematics

MP.2 Reason abstractly and quantitatively. (ESS1-4-1)

MP.4 Model with mathematics. (ESS1-4-1)

4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (ESS1-4-1)

ESS2-4 Earth's Systems

Disciplinary Core Ideas (DCI)

ESS2.A: Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)

ESS2.E: Biogeology

- Living things affect the physical characteristics of their regions. (ESS2-4-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

- Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Assessment Boundary: Assessment is limited to a single form of weathering or erosion.

ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth’s features.

- Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Science and Engineering Practices (SEP)

Crosscutting Concepts (CCC)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (ESS2-4-1)

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (ESS2-4-2)

Patterns

Patterns can be used as evidence to support an explanation. (ESS2-4-2)

Cause and Effect

Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS2-4-1)

Idaho Common Core Connections

ELA/Literacy

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (ESS2-4-2)

W.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (ESS2-4-2)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS2-4-1)

Mathematics

MP.2 Reason abstractly and quantitatively. (ESS2-4-1)

MP.4 Model with mathematics. (ESS2-4-1)

MP.5 Use appropriate tools strategically. (ESS2-4-1)

4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (ESS2-4-1)

4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (ESS2-4-1), (ESS2-4-2)

ESS3-4 Earth and Human Activity

Disciplinary Core Ideas (DCI)

ESS3.A: Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)

ESS3.B: Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)

ETS1.B: Designing Solutions to Engineering Problems

- Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

- Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Science and Engineering Practices (SEP)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (ESS3-4-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.

- Obtain and combine information from books and other reliable media to explain phenomena. (ESS3-4-1)

Crosscutting Concepts (CCC)

Cause and Effect

Cause and effect relationships are routinely identified and used to explain change. (ESS3-4-1)

Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS3-4-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Knowledge of relevant scientific concepts and research findings is important in engineering. (ESS3-4-1)

Influence of Engineering, Technology, and Science on Society and the Natural World

Over time, people’s needs and wants change, as do their demands for new and improved technologies. (ESS3-4-1)

Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (ESS3-4-2)

Idaho Common Core Connections

ELA/Literacy

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS3-4-2)

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (ESS3-4-2)

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ESS3-4-1)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS3-4-1)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-4-1)

Mathematics

MP.2 Reason abstractly and quantitatively. (ESS3-4-1),(ESS3-4-2)

MP.4 Model with mathematics. (ESS3-4-1),(ESS3-4-2)

4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (ESS3-4-1),(ESS3-4-2)

Elementary School (5th Grade)

PS: Physical Sciences

PS1-5 Matter and Its Interactions

Disciplinary Core Ideas (DCI)

PS1.A: Structure and Properties of Matter

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)

PS1.B: Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.

- Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

- Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Assessment Boundary: Assessment does not include distinguishing mass and weight.

PS1-5-3. Make observations and measurements to identify materials based on their properties.

- Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Assessment Boundary: Assessment does not include density or distinguishing mass and weight.

PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Science and Engineering Practices (SEP)

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Use models to describe phenomena. (PS1-5-1)

Crosscutting Concepts (CCC)

Cause and Effect

Cause and effect relationships are routinely identified and used to explain change. (PS1-5-4)

Scale, Proportion, and Quantity

<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (PS1-5-4) Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (PS1-5-3) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> Measure and graph quantities such as weight to address scientific and engineering questions and problems. (PS1-5-2) 	<p>Natural objects exist from the very small to the immensely large. (PS1-5-1) Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (PS1-5-2, PS1-5-3)</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems Science assumes consistent patterns in natural systems. (PS1-5-2)</p>
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Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (PS1-5-1)</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (PS1-5-2), (PS1-5-3), (PS1-5-4)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (PS1-5-2), (PS1-5-3), (PS1-5-4)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-5-2), (PS1-5-3), (PS1-5-4)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (PS1-5-1), (PS1-5-2), (PS1-5-3)</p> <p>MP.4 Model with mathematics. (PS1-5-2), (PS1-5-3), (PS1-5-4)</p> <p>MP.5 Use appropriate tools strategically. (PS1-5-2), (PS1-5-3)</p> <p>5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (PS1-5-1)</p> <p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (PS1-5-1)</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (PS1-5-2)</p> <p>5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (PS1-5-1)</p> <p>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (PS1-5-1)</p>

PS2-5 Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)
<p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (PS2-5-1)
Performance Expectations (PE)
<p>Students who demonstrate understanding can:</p> <p>PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <ul style="list-style-type: none"> Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth. Assessment Boundary: Assessment does not include mathematical representation of gravitational force.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Support an argument with evidence, data, or a model. (PS2-5-1) 	<p>Cause and Effect Cause and effect relationships are routinely identified and used to explain change. (PS2-5-1)</p>
Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (PS2-5-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (PS2-5-1)</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (PS2-5-1)</p>	<p>Mathematics</p> <p>There are no mathematical standards for this standard</p>

PS3-5 Energy

Disciplinary Core Ideas (DCI)	
<p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1) <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1) 	
Performance Expectations (PE)	
<p>Students who demonstrate understanding can:</p> <p>PS3-5-1. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <ul style="list-style-type: none"> Clarification Statement: Examples of models could include diagrams, and flow charts. 	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Use models to describe phenomena. (PS3-5-1) 	<p>Energy and Matter Energy can be transferred in various ways and between objects. (PS3-5-1)</p>

Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (PS3-5-1)</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (PS3-5-1)</p>	<p>Mathematics</p> <p>There are no mathematical standards for this standard</p>

LS: Life Sciences

LS1-5 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)	
<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Plants acquire their material for growth chiefly from air and water. (LS1-5-1) 	
Performance Expectations (PE)	
Students who demonstrate understanding can:	
<p>LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <ul style="list-style-type: none"> Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil. 	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
<p>Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Support an argument with evidence, data, or a model. (LS1-5-1) 	<p>Energy and Matter</p> <p>Matter is transported into, out of, and within systems. (LS1-5-1)</p>
Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (LS1-5-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (LS1-5-1)</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (LS1-5-1)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (LS1-5-1)</p> <p>MP.4 Model with mathematics. (LS1-5-1)</p> <p>MP.5 Use appropriate tools strategically. (LS1-5-1)</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (LS1-5-1)</p>

LS2-5 Biological Adaptation: Unity and Diversity

Disciplinary Core Ideas (DCI)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)

LS4.A: Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (LS2-5-1)

LS4.B: Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)

LS4.D: Biodiversity and Humans

- Populations of animals are classified by their characteristics. (LS2-5-2)
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

- Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

- Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Science and Engineering Practices (SEP)

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative

Crosscutting Concepts (CCC)

Cause and Effect

Cause and effect relationships are routinely identified and used to explain change. (LS2-5-2, LS2-5-3)

<p>observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (LS2-5-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Use evidence (e.g., observations, patterns) to construct an explanation. (LS2-5-2) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an argument with evidence. (LS2-5-3) Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (LS2-5-4) 	<p>Scale, Proportion, and Quantity Observable phenomena exist from very short to very long time periods. (LS2-5-1)</p> <p>Systems and System Models A system can be described in terms of its components and their interactions. (LS2-5-4)</p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Engineering, Technology, and Science on Society and the Natural World Knowledge of relevant scientific concepts and research findings is important in engineering. (LS2-5-4)</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems Science assumes consistent patterns in natural systems. (LS2-5-1)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS2-5-1), (LS2-5-2), (LS2-5-3), (LS2-5-4)</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (LS2-5-1), (LS2-5-2), (LS2-5-3), (LS2-5-4)</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS2-5-1), (LS2-5-2), (LS2-5-3), (LS2-5-4)</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (LS2-5-1), (LS2-5-3), (LS2-5-4)</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-5-1), (LS2-5-2), (LS2-5-3), (LS2-5-4)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (LS2-5-1)</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (LS2-5-2), (LS2-5-3), (LS2-5-4)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (LS2-5-1), (LS2-5-2), (LS2-5-3), (LS2-5-4)</p> <p>MP.4 Model with mathematics. LS2-5-1, (LS2-5-2), (LS2-5-3), (LS2-5-4)</p> <p>MP.5 Use appropriate tools strategically. (LS2-5-1)</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (LS2-5-2), (LS2-5-3)</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (LS2-5-1)</p>
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ESS: Earth and Space Sciences

ESS1-5 Earth’s Place in the Universe

<p style="text-align: center;">Disciplinary Core Ideas (DCI)</p> <p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

- Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

- Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Assessment Boundary: Assessment does not include causes of seasons.

Science and Engineering Practices (SEP)

Crosscutting Concepts (CCC)

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (ESS1-5-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (ESS1-5-1)

Patterns

Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (ESS1-5-2)

Scale, Proportion, and Quantity

Natural objects exist from the very small to the immensely large. (ESS1-5-1)

Idaho Common Core Connections

ELA/Literacy

- RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS1-5-1)
- RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS1-5-1)
- RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (ESS1-5-1)
- RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (ESS1-5-1)
- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (ESS1-5-1)
- SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (ESS1-5-2)

Mathematics

- MP.2** Reason abstractly and quantitatively. (ESS1-5-1), (ESS1-5-2)
- MP.4** Model with mathematics. (ESS1-5-1), (ESS1-5-2)
- 5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (ESS1-5-1)
- 5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (ESS1-5-2)

ESS2-5 Earth's Systems

Disciplinary Core Ideas (DCI)

ESS2.A: Earth Materials and Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports

a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)

ESS2.C: The Roles of Water in Earth’s Surface Processes

- Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

- Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- Assessment Boundary: Assessment is limited to the interactions of two systems at a time.

ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

- Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Science and Engineering Practices (SEP)

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an example to describe a scientific principle. (ESS2-5-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.

- Describe and graph quantities such as area and volume to address scientific questions. (ESS2-5-2)

Crosscutting Concepts (CCC)

Scale, Proportion, and Quantity

Standard units are used to measure and describe physical quantities such as weight and volume. (ESS2-5-2)

Systems and System Models

A system can be described in terms of its components and their interactions. (ESS2-5-1)

Idaho Common Core Connections

ELA/Literacy

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS2-5-1), (ESS2-5-2)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (ESS2-5-2)

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (ESS2-5-1), (ESS2-5-2)

Mathematics

MP.2 Reason abstractly and quantitatively. (ESS2-5-1), (ESS2-5-2)

MP.4 Model with mathematics. (ESS2-5-1), (ESS2-5-2)

5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. ESS2-5-1

ESS3-5 Earth and Human Activity

Disciplinary Core Ideas (DCI)

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-5-1. Support Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Science and Engineering Practices (SEP)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (ESS3-5-1)

Crosscutting Concepts (CCC)

Systems and System Models

A system can be described in terms of its components and their interactions. (ESS3-5-1)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World.

Science findings are limited to questions that can be answered with empirical evidence. (ESS3-5-1)

Idaho Common Core Connections

ELA/Literacy

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS3-5-1)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS3-5-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (ESS3-5-1)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (ESS3-5-1)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-5-1)

Mathematics

MP.2 Reason abstractly and quantitatively. (ESS3-5-1)

MP.4 Model with mathematics. (ESS3-5-1)

Middle School (6-8)

PS: Physical Sciences

PS1-MS Matter and Its Interactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

- Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

- Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
- Assessment Boundary: Assessment is limited to qualitative information.

PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

- Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

- Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

- Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6-8 builds on K-5 and progresses to developing, using and revising models to describe, test and predict more abstract phenomena and</p>	<p>PS1.A Structure and Properties of Matter</p> <ul style="list-style-type: none"> • Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. 	<p>Patterns Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (PS1-MS-2)</p>

design systems.

- Develop a model to predict and/or describe phenomena (PS1-MS-1, PS1-MS-4)
- Develop a model to describe unobservable mechanisms (PS1-MS-5)

Analyzing and Interpreting Data

Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings (PS1-MS-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints (PS1-MS-6)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence (PS1-MS-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Science knowledge is based upon logical and conceptual connections between evidence and

(PS1-MS-1)

- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-2, PS1-MS-3)
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (PS1-MS-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)

PS1.B Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)
- Some chemical reactions release energy, others store energy. (PS1-MS-6)

PS3A: Definitions of Energy

- The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (PS1-MS-4)
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)

ETS1.B Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis

Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems. (PS1-MS-4)

Scale, Proportion, and Quantity

Time, space and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (PS1-MS-1)

Energy and Matter

Matter is conserved because atoms are conserved in physical and chemical processes. (PS1-MS-5)

The transfer of energy can be tracked as energy flows through a designed or natural system. (PS1-MS-3)

Connections to Engineering, Technology, and Application of Science

Interdependence of Science, Engineering, and Technology

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (PS1-MS-3)

Influence of Science, Engineering, and Technology on Society and the Natural World

The uses of technology and any limitations on their use are driven by individual and societal needs, desires, and values; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (PS1-MS-3)

<p>explanations (PS1-MS-2)</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena Laws are regularities or mathematical descriptions of natural phenomena (PS1-MS-5)</p>	<ul style="list-style-type: none"> of the test results in order to improve it. (PS1-MS-6) The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (PS1-MS-6) 	
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS1-MS-2), (PS1-MS-3)</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS1-MS-6)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (PS1-MS-1), (PS1-MS-2), (PS1-MS-4), (PS1-MS-5)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS1-MS-6)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (PS1-MS-3)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (PS1-MS-1), (PS1-MS-2), (PS1-MS-5)</p> <p>MP.4 Model with mathematics. (PS1-MS-1), (PS1-MS-5)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (PS1-MS-1), (PS1-MS-2), (PS1-MS-5)</p> <p>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (PS1-MS-4)</p> <p>8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (PS1-MS-1)</p> <p>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (PS1-MS-2)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context (PS1-MS-2)</p>
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PS2-MS Motion and Stability: Forces and Interactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PS2-MS-1. Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.

- Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.

PS2-MS-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.

- Clarification Statement: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.
- Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

- Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

- Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Assessment Boundary: Assessment does not include Newton’s Law of Gravitation or Kepler’s Laws.

PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

- Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.
- Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Asking Questions and Defining Problems Asking questions and defining problems in 6-8 builds from K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> • Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles (PS2-MS-3) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use <u>multiple variables</u> and provides evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim (PS2-MS-2) • Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation (PS2-MS-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p>	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> • For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law). (PS2-MS-1) • The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2) • All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> • Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3) • Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4) • Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5) 	<p>Cause and Effect Cause and effect relationships may be used to predict phenomena in natural or designed systems. (PS2-MS-3, PS2-MS-5)</p> <p>Systems and System Models Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (PS2-MS-1, PS2-MS-4)</p> <p>Stability and Change Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (PS2-MS-2)</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (PS2-MS-1)</p>

<ul style="list-style-type: none"> Apply scientific ideas or principles to design an object, tool, process or system (PS2-MS-1) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.</p> <ul style="list-style-type: none"> Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (PS2-MS-4) <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence Science knowledge is based upon logical and conceptual connections between evidence and explanations (PS2-MS-2, PS2-MS-4)</p>		
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Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS2-MS-1), (PS2-MS-3)</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS2-MS-1), (PS2-MS-2), (PS2-MS-5)</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content. (PS2-MS-4)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS2-MS-1), (PS2-MS-2), (PS2-MS-5)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (PS2-MS-1), (PS2-MS-2), (PS2-MS-3)</p> <p>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (PS2-MS-1)</p> <p>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. (PS2-MS-1), (PS2-MS-2)</p> <p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (PS2-MS-1), (PS2-MS-2)</p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (PS2-MS-1), (PS2-MS-2)</p>

PS3-MS Energy

Performance Expectations (PE)

Students who demonstrate understanding can:

PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

- Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks

downhill, and getting hit by a wiffle ball versus a tennis ball.

PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

- Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

- Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.
- Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

- Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.
- Assessment Boundary: Assessment does not include calculations of energy.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Develop a model to describe unobservable mechanisms. (PS3-MS-2) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (PS3-MS-4) <p>Analyzing and Interpreting Data</p>	<p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> • Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1) • A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2) • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-4) <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> • When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (PS3-MS-5) • The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (PS3-MS-4) • Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3) 	<p>Scale, Proportion, and Quantity Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (PS3-MS-1, PS3-MS-4)</p> <p>Systems and System Models Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems. (PS3-MS-2)</p> <p>Energy and Matter Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (PS3-MS-5) The transfer of energy can be tracked as energy flows through a designed or natural system. (PS3-MS-3)</p>

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (PS3-MS-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (PS3-MS-3)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.

- Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (PS3-MS-5)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Science knowledge is based upon logical and conceptual connections between evidence and explanations (PS3-MS-4, PS3-MS-5)

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (PS3-MS-2)

ETS1.A: Defining and Delimiting an Engineering Problem

The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (PS3-MS-3)

ETS1.B: Developing Possible Solutions

A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (PS3-MS-3)

Idaho Common Core Connections

ELA/Literacy

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS3-MS-1), (PS3-MS-5)
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS3-MS-3), (PS3-MS-4)
- RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (PS3-MS-1)
- WHST.6-8.1** Write arguments focused on discipline content. (PS3-MS-5)

Mathematics

- MP.2** Reason abstractly and quantitatively. (PS3-MS-1), (PS3-MS-4), (PS3-MS-5)
- 6.RP.A.1** Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (PS3-MS-1), (PS3-MS-5)
- 6.RP.A.2** Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (PS3-MS-1)
- 7.RP.A.2** Recognize and represent proportional relationships between quantities. (PS3-MS-1), (PS3-MS-5)
- 8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions.

<p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS3-MS-3),(PS3-MS-4)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (PS3-MS-2)</p>	<p>(PS3-MS-1)</p> <p>8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (PS3-MS-1)</p> <p>8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (PS3-MS-1),(PS3-MS-5)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (PS3-MS-4)</p>
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PS4-MS Waves

Performance Expectations (PE)

Students who demonstrate understanding can:

PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

- Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

- Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

- Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Develop and use a model to describe phenomena. (PS4-MS-2) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p>	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> • A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1) • A sound wave needs a medium through which it is transmitted. (PS4-MS-2) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> • When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object’s material and the frequency (color) of the light. (PS4-MS-2) • The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (PS4-MS-2) 	<p>Patterns Graphs and charts can be used to identify patterns in data. (PS4-MS-1)</p> <p>Structure and Function Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (PS4-MS-2) Structures can be designed to serve particular functions. (PS4-MS-3)</p> <p style="text-align: right;">Connections to Engineering,</p>

<ul style="list-style-type: none"> Use mathematical representations to describe and/or support scientific conclusions and design solutions. (PS4-MS-1) <p>Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. (PS4-MS-3) <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <p>Science knowledge is based upon logical and conceptual connections between evidence and explanations. (PS4-MS-1)</p>	<ul style="list-style-type: none"> A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (PS4-MS-2) However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (PS4-MS-2) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (PS4-MS-3) 	<p>Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <p>Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. (PS4-MS-3)</p> <p>Connections to Nature of Science</p> <p>Science is a Human Endeavor</p> <p>Advances in technology influence the progress of science and science has influenced advances in technology. (PS4-MS-3)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (PS4-MS-3)</p> <p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (PS4-MS-3)</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (PS4-MS-3)</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (PS4-MS-3)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (PS4-MS-1),(PS4-MS-2)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (PS4-MS-1)</p> <p>MP.4 Model with mathematics. (PS4-MS-1)</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (PS4-MS-1)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (PS4-MS-1)</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities. (PS4-MS-1)</p> <p>8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (PS4-MS-1)</p>
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LS: Life Sciences

LS1-MS Molecules to Organisms: Structure and Processes

Performance Expectations (PE)

Students who demonstrate understanding can:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

- Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.

MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

- Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. These are visible with a light microscope.
- Content Limit: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.

- Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
- Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems.

MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.

- Clarification Statement: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- Assessment Boundary: Assessment does not include viruses, or other disputed examples.

MS-LS1-5. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

- Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.
- Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.

MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

- Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants.
- Content Limit: Assessment does not include details of the chemical reactions for photosynthesis or respiration.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Develop and use a model to describe phenomena. (LS1-MS-2) • Develop a model to describe unobservable mechanisms. (LS1-MS-6) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> • All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1) • Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2) • In multicellular organisms, the body is a system of multiple 	<p>Scale, Proportion, and Quantity Phenomena that can be observed at one scale may not be observable at another scale. (LS1-MS-1)</p> <p>Systems and System Models Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (LS1-MS-3)</p> <p>Energy and Matter</p>

<p>Planning and Carrying Out Investigations Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</p> <ul style="list-style-type: none"> Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation. (LS1-MS-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-MS-5) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (LS1-MS-3) Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (LS1-MS-4) <p><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical</p>	<p>interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (LS1-MS-3)</p> <p>LS1.B: Characteristics of Living Things</p> <ul style="list-style-type: none"> Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4) Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4) <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (LS1-MS-5) Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6) 	<p>Matter is conserved because atoms are conserved in physical and chemical processes. (LS1-MS-6)</p> <p>Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-5)</p> <p>Structure and Function Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (LS1-MS-2)</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (LS1-MS-1)</p> <p><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (LS1-MS-3)</p>
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Evidence		
Science knowledge is based upon logical connections between evidence and explanations. (LS1-MS-5)		
Idaho Common Core Connections		
<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (LS1-MS-3), (LS1-MS-4), (LS1-MS-5)</p> <p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (LS1-MS-5)</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (LS1-MS-3), (LS1-MS-4)</p> <p>WHST.6-8.1 Write arguments focused on discipline content. (LS1-MS-3), (LS1-MS-4)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS1-MS-5)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (LS1-MS-1)</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (LS1-MS-5)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (LS1-MS-2), (LS1-MS-6)</p>	<p>Mathematics</p> <p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (LS1-MS-1), (LS1-MS-2), (LS1-MS-3), (LS1-MS-5)</p> <p>6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (LS1-MS-4)</p>	

LS2-MS Ecosystems: Interactions, Energy, and Dynamics

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

- Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

- Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.

- Clarification Statement: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

- Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop a model to describe phenomena. (LS2-MS-3, LS2-MS-4) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze and interpret data to provide evidence for phenomena. (LS2-MS-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (LS2-MS-2) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (LS2-MS-5) Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (LS2-MS-6) 	<p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1) In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (LS2-MS-1) Growth of organisms and population increases are limited by access to resources. (LS2-MS-1) Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-2) <p>LS2.B: Cycle of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (LS2-MS-3) Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-4) <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (LS2-MS-5) Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a 	<p>Patterns Patterns can be used to identify cause and effect relationships. (LS2-MS-2)</p> <p>Cause and Effect Cause and effect relationships may be used to predict phenomena in natural or designed systems. (LS2-MS-1)</p> <p>Energy and Matter The transfer of energy can be tracked as energy flows through a natural system. (LS2-MS-3, LS2-MS-4)</p> <p>Stability and Change Small changes in one part of a system might cause large changes in another part. (LS2-MS-4, LS2-MS-5, LS2-MS-6)</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (LS2-MS-6)</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (LS2-MS-3)</p> <p>Science Addresses Questions About the Natural and Material World Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (LS2-</p>

<p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence Science disciplines share common rules of obtaining and evaluating empirical evidence. (LS2-MS-5)</p>	<p>measure of its health. (LS2-MS-6)</p> <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (LS2-MS-6) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (LS2-MS-6) 	<p>MS-6)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (LS2-MS-1), (LS2-MS-2), (LS2-MS-4), (LS2-MS-5)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS2-MS-1), (LS2-MS-4)</p> <p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (LS2-MS-6)</p> <p>RI.8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (LS-MS-5), (LS2-MS-6)</p> <p>WHST.6-8.1 Write arguments to support claims with clear reasons and relevant evidence. (LS2-MS-5)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS2-MS-2)</p> <p>WHST.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (LS2-MS-2), (LS2-MS-5)</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (LS2-MS-2)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS2-MS-2)</p> <p>SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (LS2-MS-3), (LS2-MS-4)</p>	<p>Mathematics</p> <p>MP.4 Model with mathematics. (LS2-MS-6)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (LS2-MS-6)</p> <p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (LS2-MS-3), (LS2-MS-4)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (LS2-MS-2), (LS2-MS-4)</p>
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LS3-MS Heredity: Inheritance and Variation of Traits

Performance Expectations (PE)

Students who demonstrate understanding can:

LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

- Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop and use a model to describe phenomena. (LS3-MS-1, LS3-MS-2) 	<p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1) Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-2) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (LS3-MS-2) In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1) 	<p>Cause and Effect Cause and effect relationships may be used to predict phenomena in natural systems. (LS3-MS-2)</p> <p>Structure and Function Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (LS3-MS-1)</p>
Idaho Common Core Connections		
<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (LS3-MS-1),(LS3-MS-2)</p> <p>RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (LS3-MS-1),(LS3-MS-2)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS3-MS-1),(LS3-MS-2)</p> <p>SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (LS3-MS-1),(LS3-MS-2)</p>	<p>Mathematics</p> <p>MP.4 Model with mathematics. (LS3-MS-2)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (LS3-MS-2)</p>	

LS4-MS Biological Adaptation: Unity and Diversity

Performance Expectations (PE)

Students who demonstrate understanding can:

LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

- Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.
- Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.

LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.

- Clarification Statement: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.

- Clarification Statement: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

- Clarification Statement: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

- Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

- Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Assessment Boundary: Assessment does not include Hardy Weinberg calculations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> • Analyze displays of data to identify linear and nonlinear relationships. (LS4-MS-3) • Analyze and interpret data to determine similarities and differences in findings. (LS4-MS-1) 	<p>LS4.A: Classification of Organisms</p> <ul style="list-style-type: none"> • The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. (LS4-MS-1) • Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-2) • Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3) 	<p>Patterns Patterns can be used to identify cause and effect relationships. (LS4-MS-2) Graphs, charts, and images can be used to identify patterns in data. (LS4-MS-1),(LS4-MS-3)</p> <p>Cause and Effect Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (LS4-MS-4),(LS4-MS-5),(LS4-MS-6)</p>

Using Mathematics and Computational Thinking

Mathematics and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

- Use mathematical representations to support scientific conclusions and design solutions. (LS4-MS-6)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (LS4-MS-2)
- Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena. (LS4-MS-4)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (LS4-MS-5)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Science knowledge is based upon logical and conceptual connections between evidence and explanations. (LS4-MS-1)

LS4.B: Natural Selection

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4)
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (LS4-MS-5)

LS4.C: Adaptation

- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (LS4-MS-6)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (LS4-MS-5)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (LS4-MS-1), (LS4-MS-2)

Science Addresses Questions About the Natural and Material World

Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (LS4-MS-5)

Idaho Common Core Connections	
<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (LS4-MS-1), (LS4-MS-2), (LS4-MS-3), (LS4-MS-4), (LS4-MS-5)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS4-MS-1), (LS4-MS-3)</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (LS4-MS-3), (LS4-MS-4)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS4-MS-2), (LS4-MS-4)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (LS4-MS-5)</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (LS4-MS-2), (LS4-MS-4)</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (LS4-MS-2), (LS4-MS-4)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS4-MS-2), (LS4-MS-4)</p>	<p>Mathematics</p> <p>MP.4 Model with mathematics. (LS4-MS-6)</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (LS4-MS-4), (LS4-MS-6)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (LS4-MS-4), (LS4-MS-6)</p> <p>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (LS4-MS-1), (LS4-MS-2)</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities. (LS4-MS-4), (LS4-MS-6)</p>

ESS: Earth and Space Sciences

ESS1-MS Earth's Place in the Universe

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

- Clarification Statement: Examples of models can be physical, graphical, or conceptual.

ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

- Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).
- Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.

- Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.

ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

- Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.
- Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Develop and use a model to describe phenomena. (ESS1-MS-1, ESS1-MS-2) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> • Analyze and interpret data to determine similarities and differences in findings. (ESS1-MS-3) 	<p>ESS1.A: The Universe and Its Stars</p> <ul style="list-style-type: none"> • Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1) • Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> • The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3) • This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth 	<p>Patterns Patterns can be used to identify cause- and-effect relationships. (ESS1-MS-1)</p> <p>Scale, Proportion, and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (ESS1-MS-3, ESS1-MS-4)</p> <p>Systems and System Models Models can be used to represent systems and their interactions. (ESS1-MS-2)</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering,</p>

<p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS1-MS-4) 	<p>across the year. (ESS1-MS-1)</p> <ul style="list-style-type: none"> The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (ESS1-MS-2) <p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4) 	<p>and Technology</p> <p>Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems. (ESS1-MS-3)</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <p>Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (ESS1-MS-1, ESS1-MS-2)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS1-MS-3), (ESS1-MS-4)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS1-MS-3)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS1-MS-4)</p> <p>SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (ESS1-MS-1), (ESS1-MS-2)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS1-MS-3)</p> <p>MP.4 Model with mathematics. (ESS1-MS-1), (ESS1-MS-2)</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (ESS1-MS-1), (ESS1-MS-2), (ESS1-MS-3)</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities. (ESS1-MS-1), (ESS1-MS-2), (ESS1-MS-3)</p> <p>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS1-MS-2), (ESS1-MS-4)</p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS1-MS-2), (ESS1-MS-4)</p>
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ESS2-MS Earth's Systems

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

- Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.
- Assessment Boundary: Assessment does not include the identification and naming of minerals.

ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture

zones, and trenches).

- Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.

ESS2-MS-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.

- Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

- Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Develop and use a model to describe phenomena. (ESS2-MS-1, ESS2-MS-6) • Develop a model to describe unobservable mechanisms. (ESS2-MS-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</p> <ul style="list-style-type: none"> • Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (ESS2-MS-5) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p>	<p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> • Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3) <p>ESS2.A: Earth’s Materials and Systems</p> <ul style="list-style-type: none"> • All Earth processes are the result of energy flowing and matter cycling within and among the planet’s systems. This energy is derived from the sun and Earth’s hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth’s materials and living organisms. (ESS2-MS-1) • The planet’s systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth’s history and will determine its future. (ESS2-MS-2) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> • Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth’s plates have moved great distances, collided, and spread apart. (ESS2-MS-3) <p>ESS2.C: The Roles of Water in Earth’s Surface Processes</p> <ul style="list-style-type: none"> • Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4) 	<p>Patterns Patterns in rates of change and other numerical relationships can provide information about natural systems. (ESS2-MS-3)</p> <p>Cause and Effect Cause and effect relationships may be used to predict phenomena in natural or designed systems. (ESS2-MS-5)</p> <p>Scale Proportion and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (ESS2-MS-2)</p> <p>Systems and System Models Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (ESS2-MS6)</p> <p>Energy and Matter Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. (ESS2-MS-4)</p> <p>Stability and Change Explanations of stability and change in natural or designed systems can be constructed by</p>

<ul style="list-style-type: none"> Analyze and interpret data to provide evidence for phenomena. (ESS2-MS-3) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (ESS2-MS-2) <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence Science findings are frequently revised and/or reinterpreted based on new evidence. (ESS2-MS-3)</p>	<ul style="list-style-type: none"> The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5) Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4) Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6) Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (ESS2-MS-2) <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6) Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5) The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6) 	<p>examining the changes over time and processes at different scales, including the atomic scale. (ESS2-MS-1)</p>
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Idaho Common Core Connections

ELA/Literacy

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS2-MS-2), (ESS2-MS-3), (ESS2-MS-5)
- RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS2-MS-3)
- RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (ESS2-MS-3), (ESS2-MS-5)
- WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS2-MS-2)
- WHST.6-8.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (ESS2-MS-5)
- SL.8.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (ESS2-MS-1), (ESS2-MS-2), (ESS2-MS-6)

Mathematics

- MP.2** Reason abstractly and quantitatively. (ESS2-MS-2), (ESS2-MS-3), (ESS2-MS-5)
- 6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (ESS2-MS-5)
- 6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS2-MS-2), (ESS2-MS-3)
- 7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS2-MS-2), (ESS2-MS-3)

ESS3-MS Earth and Human Activity

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.

- Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

- Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

- Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

ESS3-MS-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

- Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> • Ask questions to identify and clarify evidence of an argument. (ESS3-MS-5) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> • Analyze and interpret data to determine similarities and differences in findings. (ESS3-MS-2) <p>Constructing Explanations and Designing</p>	<p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> • Humans depend on Earth’s land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (ESS3-MS-1) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> • Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (ESS3-MS-2) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> • Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative 	<p>Patterns Graphs, charts, and images can be used to identify patterns in data. (ESS3-MS-2)</p> <p>Cause and Effect Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (ESS3-MS-3) Cause and effect relationships may be used to predict phenomena in natural or designed systems. (ESS3-MS-1), (ESS3-MS-4)</p> <p>Stability and Change Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (ESS3-MS-5)</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p>

<p>Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS3-MS-1) Apply scientific principles to design an object, tool, process or system. (ESS3-MS-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (ESS3-MS-4) 	<p>and positive) for different living things. (ESS3-MS-3)</p> <ul style="list-style-type: none"> Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (ESS3-MS-3, ESS3-MS-4) <p>ESS3.D: Global Climate Change</p> <ul style="list-style-type: none"> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (ESS3-MS-5) 	<p>Influence of Science, Engineering, and Technology on Society and the Natural World All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (ESS3-MS-1, ESS3-MS-4) The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (ESS3-MS-2, ESS3-MS-3)</p> <p>Connections to Nature of Science</p> <p>Science Addresses Questions About the Natural and Material World Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (ESS3-MS-4)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-4). (ESS3-MS-5)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS3-MS-2)</p> <p>WHST.6-8.1 Write arguments focused on discipline content. (ESS3-MS-4)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS3-MS-1)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (ESS3-MS-3)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (ESS3-MS-3)</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (ESS3-MS-1),(ESS3-MS-4)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS3-MS-2), (ESS3-MS-5)</p> <p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (ESS3-MS-3),(ESS3-MS-4)</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities. (ESS3-MS-3),(ESS3-MS-4)</p> <p>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-3),(ESS3-MS-4),(ESS3-MS-5)</p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-3),(ESS3-MS-4),(ESS3-MS-5)</p>
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High School (9-12)

LS: Life Sciences

LS1-HS Molecules to Organisms: Structure and Processes

Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- Clarification Statement: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
- Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

- Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
- Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.

LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

- Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
- Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.

LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

- Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

- Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.
- Assessment Boundary: Assessment does not include specific biochemical steps.

LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

- Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.
- Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

- Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
- Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing	LS1.A: Structure and Function <ul style="list-style-type: none"> • Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1) 	Systems and System Models Models (e.g., physical, mathematical, computer models) can be used to simulate systems and

models to predict and show relationships among variables between systems and their components in the natural and designed worlds.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (LS1-HS-2)
- Use a model based on evidence to illustrate the relationships between systems or between components of a system. (LS1-HS-4, LS1-HS-5, LS1-HS-7)

Planning and Carrying Out Investigations

Planning and carrying out in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (LS1-HS-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-1)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations,

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (LS1-HS-1)
- Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (LS1-HS-2)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (LS1-HS-3)

LS1.B: Growth and Development of Organisms

- In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5)
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6)
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1-HS-6, LS1-HS-7)
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to

interactions—including energy, matter, and information flows—within and between systems at different scales. (LS1-HS-2, LS1-HS-4)

Energy and Matter

Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (LS1-5, LS1-HS-6) Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (LS1-HS-7)

Structure and Function

Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (LS1-HS-1)

Stability and Change

Feedback (negative or positive) can stabilize or destabilize a system. (LS1-HS-3)

<p>peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-6)</p> <p>Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <p>Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings. (LS1-HS-3)</p>	<p>maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)</p>	
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS1-HS-1),(LS1-HS-6)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (LS1-HS-1),(LS1-HS-6)</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS1-HS-6)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS1-HS-3)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (LS1-HS-3)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (LS1-HS-1),(LS1-HS-6)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (LS1-HS-2),(LS1-HS-4),(LS1-HS-5),(LS1-HS-7)</p>	<p>Mathematics</p> <p>MP.4 Model with mathematics. (LS1-HS-4)</p> <p>HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.(LS1-HS-4)</p> <p>HSF-BF.A.1 Write a function that describes a relationship between two quantities. (LS1-HS-4)</p>
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LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-HS- 1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

- Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.

LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in

ecosystems of different scales.

- Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Assessment Boundary: Assessment is limited to provided data.

LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

- Clarification Statement: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Assessment Boundary: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

- Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.
- Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

- Clarification Statement: Examples of models could include simulations and mathematical models.
- Assessment Boundary: Assessment does not include the specific chemical steps of photosynthesis and respiration.

LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

- Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

- Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species, utilization of non-renewable resources as opposed to renewable resource.

LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show how relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> • Develop a model based on evidence to illustrate the relationships between systems or components of a system. (LS2-HS-5) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and</p>	<p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> • Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2) <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> • Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3) • Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the 	<p>Cause and Effect Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS2-HS-8)</p> <p>Scale, Proportion, and Quantity The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (LS2-HS-1) Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale. (LS2-HS-2)</p> <p>Systems and System Models Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (LS2-HS-5)</p>

model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical and/or computational representations of phenomena or design solutions to support explanations. (LS2-HS-1)
- Use mathematical representations of phenomena or design solutions to support and revise explanations. (LS2-HS-2)
- Use mathematical representations of phenomena or design solutions to support claims. (LS2-HS-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS2-HS-3)
- Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (LS2-HS-7)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of

matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (LS2-HS-4)

- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (LS2-HS-5)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6)
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7)

LS2.D: Social Interactions and Group Behavior

- Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8)

LS4.D: Biodiversity and Humans

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem

Energy and Matter

Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (LS2-HS-4)

Energy drives the cycling of matter within and between systems. (LS2-HS-3)

Stability and Change

Much of science deals with constructing explanations of how things change and how they remain stable. (LS2-HS-6, LS2-HS-7)

<p>arguments. (LS2-HS-6)</p> <ul style="list-style-type: none"> Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. (LS2-HS-8) <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <p>Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence. (LS2-HS-2, LS2-HS-3)</p> <p>Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation. (LS2-HS-6, LS2-HS-8)</p>	<p>functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS2-HS-7, LS4-HS-6.)</p>	
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (LS2-HS-6),(LS2-HS-7),(LS2-HS-8)</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS2-HS-1),(LS2-HS-2),(LS2-HS-3),(LS2-HS-6),(LS2-HS-8)</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (LS2-HS-6),(LS2-HS-7),(LS2-HS-8)</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (LS2-HS-6),(LS2-HS-7),(LS2-HS-8)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (LS2-HS-1),(LS2-HS-2),(LS2-HS-3)</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS2-HS-3)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS2-HS-7)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-6),(LS2-HS-7)</p> <p>MP.4 Model with mathematics. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4)</p> <p>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-7)</p> <p>HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-7)</p> <p>HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-7)</p> <p>HSS-ID.A.1 Represent data with plots on the real number line. (LS2-HS-6)</p> <p>HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (LS2-HS-6)</p> <p>HSS-IC.B.6 Evaluate reports based on data. (LS2-HS-6)</p>
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LS3-HS Heredity: Inheritance and Variation of Traits

Performance Expectations (PE)

Students who demonstrate understanding can:

LS3-HS- 1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2)

viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.
- Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression of traits.
- Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Asking Questions and Defining Problems Asking questions and defining problems in 9-12 builds on K-8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> • Ask questions that arise from examining models or a theory to clarify relationships. (LS3-HS-1) <p>Analyzing and Interpreting Data Analyzing data in 9-12 builds on K-8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> • Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (LS3-HS-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> • Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence. (LS3-HS-2) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> • All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3-HS-1, LS1-HS-1.) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> • Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> • In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2) • Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3) 	<p>Cause and Effect Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS3-HS-1, LS3-HS-2)</p> <p>Scale, Proportion, and Quantity Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (LS3-HS-3)</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science is a Human Endeavor Technological advances have influenced the progress of science and science has influenced advances in technology. (LS3-HS-3) Science and engineering are influenced by society and society is influenced by science and engineering. (LS3-HS-3)</p>

Idaho Common Core Connections

ELA/Literacy

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS3-HS-1), (LS3-HS-2), (LS3-HS-3), (LS3-HS-6), (LS3-HS-8)

Mathematics

MP.2 Reason abstractly and quantitatively. (LS3-HS-2), (LS3-HS-3)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

(LS3-HS-1)

WHST.9-12.1 Write arguments focused on discipline-specific content. (LS3-HS-2)

LS4-HS Biological Adaptation: Unity and Diversity

Performance Expectations (PE)

Students who demonstrate understanding can:

LS4-HS-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

- Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

- Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

- Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

- Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> • Apply concepts of statistics and probability (including determining function fits to data, 	<p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> • Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and 	<p>Patterns Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (LS4-HS-1, LS4-HS-3)</p> <p>Cause and Effect</p>

slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (LS4-HS-3)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Create or revise a simulation of a phenomenon, designed device, process, or system. (LS4-HS-6)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS4-HS-2, LS4-HS-4)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current or historical episodes in science.

- Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments. (LS4-

differences in amino acid sequences and from anatomical and embryological evidence. (LS4-HS-1)

LS4.B: Natural Selection

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3)
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3)

LS4.C: Adaptation

- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment’s limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2)
- Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4)
- Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3)
- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (LS4-HS-5, LS4-HS-6)
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species’ evolution is lost. (LS4-HS-5)

LS4.D: Biodiversity and Humans

- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through

Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS4-HS-2, LS4-HS-4, LS4-HS-5, LS4-HS-6)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (LS4-HS-1, LS4-HS-4)

<p>HS-5) Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (LS4-HS-1) <p>Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (LS4-HS-1)</p>	<p>overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS4-HS-6, LS2-HS-7.)</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6) Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6) 	
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4)</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating, or challenging conclusions with other sources of information. (LS4-HS-5)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4)</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS4-HS-6)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS4-HS-6)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4), (LS4-HS-5)</p> <p>SL.11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS4-HS-1), (LS4-HS-2)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (LS4-HS-1), (LS4-HS-2), (LS4-HS-3), (LS4-HS-4), (LS4-HS-5)</p> <p>MP.4 Model with mathematics (LS4-HS-2)</p>
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PSC: Physical Sciences Chemistry

PSC1-HS Structure and Properties of Matter

Performance Expectations (PE)

Students who demonstrate understanding can:

PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Clarification Statement: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1-MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Assessment Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Confine element symbols to the representative and familiar transition metal elements.

PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

- Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- Assessment Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.

PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

- Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.
- Assessment Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds

PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.

- Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.
- Assessment Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Assessment Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors containing ionic bonds may not be used. Electronegativity differences of < 0.5 should be used for nonpolar covalent bonds. Electronegativity differences of 0.5 – 1.7 should be used for polar covalent bonds.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> • Develop a model based on evidence to illustrate the relationships between systems 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> • Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1) • Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2) 	<p>Patterns Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (PSC1-HS-1, PSC1-HS-2, PSC1-HS-3)</p> <p>Energy and Matter In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is</p>

<p>or between components of a system. (PSC1-HS-1, PSC1-HS4)</p> <ul style="list-style-type: none"> Use a model to predict the relationships between systems or between components of a system. (PSC1-HS-1, PSC1-HS-2) <p>Planning and Carrying Out Investigations Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSC1-HS-3) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSC1-HS-5) 	<ul style="list-style-type: none"> The periodic table orders elements horizontally by the number of protons in the atom’s nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC1-HS-2) The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSC1-HS-3, PSC1-HS-5) <p>PS1.C: Nuclear Processes</p> <ul style="list-style-type: none"> Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5) 	<p>conserved. (PSC1-HS-4)</p> <p>Structure and Function Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (PSC1-HS-5)</p>
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (PSC1-HS-2)</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC1-HS-3),(PSC1-HS-5)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSC1-HS-5)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC1-HS-3)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose,</p>	<p>Mathematics</p> <p>MP.4 Model with mathematics. (PSC1-HS-4)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC1-HS-3),(PSC1-HS-4),(PSC1-HS-5)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (PSC1-HS-4),(PSC1-HS-5)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC1-HS-3),(PSC1-HS-4),(PSC1-HS-5)</p>
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and audience: integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSC1-HS-3)
WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (PSC1-HS-3)

PSC2-HS Chemical Reactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PSC2-HS-1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Assessment Limit: Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

PSC2-HS-2 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

- Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- Assessment Limit: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

PSC2-HS-3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Assessment Limit: Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

PSC2-HS-4 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

- Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- Assessment Limit: Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

PSC2-HS-5 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

- Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict	PS1.A: Structure and Properties of Matter <ul style="list-style-type: none"> ● The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those 	Patterns Different patterns may be observed at each of the scales at which a system is studied and can provide

and show relationships among variables between systems and their components in the natural and designed worlds.

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (PSC2-HS-2)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including scientific notation, significant figures, dimensional analysis, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena to support claims. (PSC2-HS-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (PSC2-HS-3)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (PSC2-HS-1)
- Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence,

with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)

- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)

PS1.B: Chemical Reactions

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)

evidence for causality in explanations of phenomena. (PSC2-HS-1, PSC2-HS-3)

Energy and Matter

The total amount of energy and matter in closed systems is conserved. (PSC2-HS-4)
Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSC2-HS-2)

Stability and Change

Much of science deals with constructing explanations of how things change and how they remain stable. (PSC2-HS-5)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes the universe is a vast single system in which basic laws are consistent. (PSC2-HS-4)

prioritized criteria, and tradeoff considerations. (PSC2-HS-5)

Idaho Common Core Connections

ELA/Literacy

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC2-HS-3)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSC2-HS-1), (PSC2-HS-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (PSC2-HS-1)

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC2-HS-5)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSC2-HS-2)

Mathematics

MP.2 Reason abstractly and quantitatively. (PSC2-HS-3), (PSC2-HS-4)

MP.4 Model with mathematics. (PSC2-HS-2)

HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC2-HS-1), (PSC2-HS-2), (PSC2-HS-3), (PSC2-HS-4)

HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (PSC2-HS-2), (PSC2-HS-4)

HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC2-HS-1), (PSC2-HS-2), (PSC2-HS-3), (PSC2-HS-4)

PSC3-HS Energy

Performance Expectations (PE)

Students who demonstrate understanding can:

PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- Assessment Boundary: Assessment does not include using quantum theory.

PSC3-HS-2 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Assessment Limit: Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- Assessment Limit: Provide equations for the gas laws (i.e., ideal gas law, Boyle's law, Charles' law, and the combined gas laws).

PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL

- Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- Assessment Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.

- Assessment Limit: For items involving specific heat, provide the equation $Q = mCp\Delta T$ and specific heats. Include the melting and boiling points of water. Perform calculations for changes that do not involve a change of state. Perform gram to mole and mole to ΔH calculations. Use joules as a unit of measure, as opposed to calories.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (PSC3-HS-3) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSC3-HS-5) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Create a computational model or simulation of a phenomenon, designed device, process, or system. (PSC3-HS-2) 	<p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1) <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system’s total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4) These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3) <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5) Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be 	<p>Systems and System Models When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (PSC3-HS-5) Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (PSC3-HS-2)</p> <p>Energy and Matter Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSC3-HS-4) Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (PSC3-HS-3)</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering and Technology on Society and the Natural World Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSC3-HS-4)</p> <p><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems Science assumes the universe is a vast single system in which basic laws are consistent. (PSC3-HS-2)</p>

<p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PSC3-HS-4) 	<p>used to predict and describe system behavior. (PSC3-HS-2)</p> <ul style="list-style-type: none"> The availability of energy limits what can occur in any system. (PSC3-HS-2) Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5) <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5) 	
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC3-HS-5)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC3-HS-4),(PSC3-HS-5)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSC3-HS-5)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (PSC3-HS-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSC3-HS-2),(PSC3-HS-3)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (PSC3-HS-2),(PSC3-HS-3),(PSC3-HS-4),(PSC3-HS-5)</p> <p>MP.4 Model with mathematics. (PSC3-HS-2),(PSC3-HS-3),(PSC3-HS-4),(PSC3-HS-5)</p> <p>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC3-HS-2),(PSC3-HS-4)</p> <p>HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (PSC3-HS-2),(PSC3-HS-4)</p> <p>HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC3-HS-2),(PSC3-HS-4)</p>
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PSP: Physical Sciences Physics

PSP1-HS Motion and Stability: Forces and Interactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PSP1-HS-1. Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

- Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.
- Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

- Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton’s first law).
- Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.

PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.
- Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.

PSP1-HS-4. Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.

- Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- Assessment Boundary: Assessment is limited to systems with two objects.

PSP1-HS-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

- Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.

PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include	PS1.A: Structure and Properties of Matter <ul style="list-style-type: none"> • The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6) 	Patterns Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of

investigations that provide evidence for and test conceptual, mathematical, physical and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSP1-HS-5)

Analyzing and Interpreting Data
Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (PSP1-HS-1)

Using Mathematics and Computational Thinking
Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena to describe explanations. (PSP1-HS-2, PSP1-HS-4)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas to solve a design problem, taking into account possible

PS2.A: Forces and Motion

- Newton’s second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (PSP1-HS-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3)

PS2.B: Types of Interactions

- Newton’s law of universal gravitation and Coulomb’s law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5)
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3)

PS3.A: Definitions of Energy

- “Electrical energy” may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5)

ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. PSP1-HS-3)

phenomena. (PSP1-HS-4)

Cause and Effect
Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PSP1-HS-1, PSP1-HS-5)
Systems can be designed to cause a desired effect. (PSP1-HS-3)

Systems and System Models
When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (PSP1-HS-2)

Structure and Function
Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (PSP1-HS-6)

<p>unanticipated effects. (PSP1-HS-3)</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSP1-HS-6) <p>Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <p>Theories and laws provide explanations in science. (PSP1-1, PSP1-HS-4)</p> <p>Laws are statements or descriptions of the relationships among observable phenomena. (PSP1-HS-1, PSP1-HS-4)</p>		
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Idaho Common Core Connections

ELA/Literacy

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP1-HS-1),(PSP1-HS-6)

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (PSP1-HS-1)

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSP1-HS-6)

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSP1-HS-3),(PSP1-HS-5)

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP1-HS-5)

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (PSP1-HS-1),(PSP1-HS-5)

Mathematics

MP.2 Reason abstractly and quantitatively. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4)

MP.4 Model with mathematics. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4)

HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4),(PSP1-HS-5),(PSP1-HS-6)

HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4),(PSP1-HS-5),(PSP1-HS-6)

HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4),(PSP1-HS-5),(PSP1-HS-6)

HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context. (PSP1-HS-1),(PSP1-HS-4)

HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (PSP1-HS-1),(PSP1-HS-4)

HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. (PSP1-HS-1),(PSP1-HS-2)

HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (PSP1-HS-1),(PSP1-HS-2)

HSA.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (PSP1-HS-1),(PSP1-HS-2)

HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by in hand in simple cases and using technology for more complicated cases. (PSP1-HS-1)

HSS-IS.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). (PSP1-HS-1)

PSP2-HS Energy

Performance Expectations (PE)

Students who demonstrate understanding can:

PSP2-HS-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

PSP2-HS-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSP2-HS-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.

PSP2-HS-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

- Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- Assessment Boundary: Assessment is limited to systems containing two objects.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> • Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (PSP2-HS-2, PSP2-HS-5) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include</p>	<p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> • Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system’s total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSP2-HS-1, PSP2-HS-2) • At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSP2-HS-2, PSP2-HS-3) • These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with 	<p>Cause and Effect Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (PSP2-HS-5)</p> <p>Systems and System Models When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (PSP2-HS-4)</p> <p>Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and</p>

investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSP2-HS-4)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Create a computational model or simulation of a phenomenon, designed device, process, or system. (PSP2-HS-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PSP2-HS-3)

the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2)

PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1)
- The availability of energy limits what can occur in any system. (PSP2-HS-1)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4)

PS3.C: Relationship Between Energy and Forces

- When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5)

PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4)

ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)

approximations inherent in models. (PSP2-HS-1)

Energy and Matter

Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSP2-HS-3)
Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (PSP2-HS2)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World

Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSP2-HS-3)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes the universe is a vast single system in which basic laws are consistent. (PSP2-HS-1)

Idaho Common Core Connections

ELA/Literacy

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP2-HS-4)
WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

Mathematics

MP.2 Reason abstractly and quantitatively. (PSP2-HS-1), (PSP2-HS-2), (PSP2-HS-3), (PSP2-HS-4), (PSP2-HS-5)
MP.4 Model with mathematics. (PSP2-HS-1), (PSP2-HS-2), (PSP2-HS-3), (PSP2-HS-4), (PSP2-HS-5)
HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data

<p><i>sources on the subject, demonstrating understanding of the subject under investigation. (PSP2-HS-3),(PSP2-HS-4),(PSP2-HS-5)</i></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP2-HS-4),(PSP2-HS-5)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (PSP2-HS-4),(PSP2-HS-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSP2-HS-1),(PSP2-HS-2),(PSP2-HS-5)</p>	<p><i>displays. (PSP2-HS-1),(PSP2-HS-3)</i></p> <p>HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (PSP2-HS-1),(PSP2-HS-3)</p> <p>HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSP2-HS-1),(PSP2-HS-3)</p>
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PSP3-HS Waves

Performance Expectations (PE)

Students who demonstrate understanding can:

PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.

PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.

- Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

PSP3-HS-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- Assessment Boundary: Assessment does not include using quantum theory.

PSP3-HS-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- Clarification Statement: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- Assessment Boundary: Assessment is limited to qualitative descriptions.

PSP3-HS-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

- Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating	PS3.D: Energy in Chemical Processes <ul style="list-style-type: none"> • Solar cells are human-made devices that likewise capture the sun’s energy and produce electrical energy. (PSP3-HS-5) PS4.A: Wave Properties	Cause and Effect Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PSP3-HS-1)

empirically testable questions and design problems using models and simulations.

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (PSP3-HS-2)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9-12 level builds on K-8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (PSP3-HS-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed worlds. Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (PSP3-HS-3)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. (PSP3-HS-4)
- Communicate technical information or ideas (e.g. about phenomena and/or the process of development and the design and

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (PSP3-HS-3)

PS4.B: Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSP3-HS-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (PSP3-HS-4)
- Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (PSP3-HS-5)

PS4.C: Information Technologies and Instrumentation

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)

Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (PSP3-HS-4)

Systems can be designed to cause a desired effect. (PSP3-HS-5)

Systems and System Models

Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (PSP3-HS-3)

Stability and Change

Systems can be designed for greater or lesser stability. (PSP3-HS-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Science and engineering complement each other in the cycle known as research and development (R&D). (PSP3-HS-5)

Influence of Engineering, Technology, and Science on Society and the Natural World

Modern civilization depends on major technological systems. (PSP3-HS-2, PSP3-HS-5)

Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSP3-HS-2)

performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSP3-HS-5)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (PSP3-HS-3)

Idaho Common Core Connections

ELA/Literacy

- RST.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (PSP3-HS-2), (PSP3-HS-3), (PSP3-HS-4)
- RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP3-HS-2), (PSP3-HS-3), (PSP3-HS-4)
- RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (PSP3-HS-1), (PSP3-HS-4)
- RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (PSP3-HS-2), (PSP3-HS-3), (PSP3-HS-4)
- WHST.9-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSP3-HS-5)
- WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP3-HS-4)

Mathematics

- MP.2** Reason abstractly and quantitatively. (PSP3-HS-1), (PSP3-HS-3)
- MP.4** Model with mathematics. (PSP3-HS-1)
- HSA-SSE.A.1** Interpret expressions that represent a quantity in terms of its context. (PSP3-HS-1), (PSP3-HS-3)
- HSA-SSE.B.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (PSP3-HS-1), (PSP3-HS-3)
- HSA.CED.A.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (PSP3-HS-1), (PSP3-HS-3)

ESS: Earth and Space Sciences

ESS1-HS Earth's Place in the Universe

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

- Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

ESS1-HS-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).

ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

- Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's Law of orbital motions should not deal with more than two bodies, nor involve calculus.

ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

- Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

- Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> • Develop a model based on evidence to illustrate the relationships between 	<p>ESS1.A: The Universe and Its Stars</p> <ul style="list-style-type: none"> • The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1) • The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS-3) • The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured 	<p>Patterns Empirical evidence is needed to identify patterns. (ESS1-HS-5)</p> <p>Scale, Proportion, and Quantity The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (ESS1-HS-1)</p> <p>Algebraic thinking is used to examine scientific data and predict the effect of a</p>

<p>systems or between components of a system. (ESS1-HS-1)</p> <p>Using Mathematical and Computational Thinking</p> <p>Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical or computational representations of phenomena to describe explanations. (ESS1-HS-4) <p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS1-HS-2) Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (ESS1-HS-6) <p>Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments. 	<p>composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (ESS1-HS-2)</p> <ul style="list-style-type: none"> Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3) <p>ESS1 .B: Earth and the Solar System</p> <ul style="list-style-type: none"> Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4) <p>ESS1 .C: The History of Planet Earth</p> <ul style="list-style-type: none"> Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. (ESS1-HS-5) Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (ESS1-HS-6) <p>ESS2 .B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS1-HS-5) <p>PS1 .C: Nuclear Processes</p> <ul style="list-style-type: none"> Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6) <p>PS3 .D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1) <p>PS4 .B Electromagnetic Radiation</p> <ul style="list-style-type: none"> Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2) 	<p>change in one variable on another (e.g., linear growth vs. exponential growth). (ESS1-HS-4)</p> <p>Energy and Matter</p> <p>Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (ESS1-HS-2)</p> <p>In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (ESS1-HS-3)</p> <p>Stability and Change</p> <p>Much of science deals with constructing explanations of how things change and how they remain stable. (ESS1-HS-6)</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <p>Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (ESS1-HS-2, ESS1-HS-4)</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <p>Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (ESS1-HS-2)</p> <p>Science assumes the universe is a vast single system in which basic laws are consistent. (ESS1-HS-2)</p>
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(ESS1-HS-5)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (ESS1-HS-3)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (ESS1-HS-2, ESS1-HS-6)

(ESS1-HS-2, ESS1-HS-6)

Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (ESS1-HS-6)

Idaho Common Core Connections

ELA/Literacy

RST.1.1-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-5),(ESS1-HS-6)

RST.1.1-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (ESS1-HS-5),(ESS1-HS-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (ESS1-HS-6)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (ESS1-HS-2),(ESS1-HS-3),(ESS1-HS-5)

SL.1.1-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (ESS1-HS-3)

Mathematics

MP.2 Reason abstractly and quantitatively. (HES1-HS-1),(ESS1-HS-2),(ESS1-HS-3),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)

MP.4 Model with mathematics. (ESS1-HS-1),(ESS1-HS-4)

HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)

HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)

HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)

HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4)

HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4)

HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4)

HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative

	<i>relationship it describes. (ESS1-HS-6)</i> HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how those variables are related. (ESS1-HS-6)
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ESS2-HS Earth's Systems

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

- Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
- Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

- Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

- Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.

ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

- Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.
- Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

- Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

- Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

- Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.
- Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Practices (SEP)		
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (ESS2-HS-1, ESS2-HS-3, ESS2-HS-6) Use a model to provide mechanistic accounts of phenomena. (ESS2-HS-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (ESS2-HS-5) <p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (ESS2-HS-2) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current</p>	<p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> Cyclical changes in the shape of Earth’s orbit around the sun, together with changes in the tilt of the planet’s axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (ESS2-HS-4) <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> Earth’s systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (ESS2-HS-1, ESS2-HS-2) Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth’s surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth’s interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3) The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun’s energy output or Earth’s orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> The radioactive decay of unstable isotopes continually generates new energy within Earth’s crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3) Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth’s surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth’s crust. (ESS2-HS-1) <p>ESS2.C: The Roles of Water in Earth’s Surface Processes</p> <ul style="list-style-type: none"> The abundance of liquid water on Earth’s surface and its unique combination of physical and chemical properties are central to the planet’s dynamics. These properties include water’s exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5) <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> The foundation for Earth’s global climate systems is the electromagnetic radiation from the sun, as well as its 	<p>Cause and Effect Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (ESS2-HS-4)</p> <p>Energy and Matter The total amount of energy and matter in closed systems is conserved. (ESS2-HS-6) Energy drives the cycling of matter within and between systems. (ESS2-HS-3)</p> <p>Structure and Function The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (ESS2-HS-5)</p> <p>Stability and Change Much of science deals with constructing explanations of how things change and how they remain stable. (ESS2-HS-7) Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (ESS2-HS-1) Feedback (negative or positive) can stabilize or destabilize a system. (ESS2-HS-2)</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (ESS2-HS-3)</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (ESS2-HS-2)</p>

<p>scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Construct an oral and written argument or counter-arguments based on data and evidence. (ESS2-HS-7) <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence Science knowledge is based on empirical evidence. (ESS2-HS-3) Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (ESS2-HS-3) Science includes the process of coordinating patterns of evidence with current theory. (ESS2-HS-3) Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (ESS2-HS-4)</p>	<p>reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4)</p> <ul style="list-style-type: none"> Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7) Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7) <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3) 	
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS2-HS-2),(ESS2-HS-3)</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (ESS2-HS-2)</p> <p>WHST.9-12.1 Write arguments focused on discipline-specific content. (ESS2-HS-7)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (ESS2-HS-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (ESS2-HS-1),(ESS2-HS3),(ESS2-HS-4)</p>	<p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</p> <p>MP.4 Model with mathematics. (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ((ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-5),(ESS2-HS-6)</p>
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ESS3-HS Earth and Human Activity

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

- Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

- Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

- Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

- Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.

ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Analyzing and Interpreting Data</p> <p>Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> • Analyze data using computational models in order to make valid and reliable scientific claims. (ESS3-HS-5) <p>Using Mathematics and Computational Thinking</p> <p>Mathematical and computational thinking in 9-12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> • Create a computational model or 	<p>ESS2 .D: Weather and Climate</p> <ul style="list-style-type: none"> • Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (ESS3-HS-6) <p>ESS3 .A : Natural Resources</p> <ul style="list-style-type: none"> • Resource availability has guided the development of human society. (ESS3-HS-1) • All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2) <p>ESS3 .B: Natural Hazards</p> <ul style="list-style-type: none"> • Natural hazards and other geologic events have shaped the course of human history. They have significantly altered the sizes of human populations and have driven human migrations. (ESS3-HS-1) <p>ESS3 .C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> • The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3) • Scientists and engineers can make major contributions by developing technologies that produce less pollution and 	<p>Cause and Effect</p> <p>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (ESS3-HS-1)</p> <p>Systems and System Models</p> <p>When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (ESS3-HS-6)</p> <p>Stability and Change</p> <p>Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (ESS3-HS-3, ESS3-HS-5) Feedback (negative or positive) can stabilize or destabilize a system. (ESS3-HS-4)</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural</p>

simulation of a phenomenon, designed device, process, or system. (ESS3-HS-3)

- Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations. (ESS3-HS6)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS3-HS-1)
- Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (ESS3-HS-4)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (ESS3-HS-2)

Connections to Nature of Science

waste and that preclude ecosystem degradation. (ESS3-HS-4)

ESS3 .D: Global Climate Change

- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6)

ET S1 .B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)

World

Modern civilization depends on major technological systems. (ESS3-HS-1, ESS3-HS-3) Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (ESS3-HS-2, ESS3-HS-4) New technologies can have deep impacts on society and the environment, including some that were not anticipated. (ESS3-HS-3) Analysis of costs and benefits is a critical aspect of decisions about technology. (ESS3-HS-2)

Connections to Nature of Science

Science is a Human Endeavor

Science is a result of human endeavors, imagination, and creativity. (ESS3-HS-3)

Science Addresses Questions About the Natural and Material World

Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (ESS3-HS-2) Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (ESS3-HS-2)

Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (ESS3-HS-2)

<p>Scientific Investigations Use a Variety of Methods Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (ESS3-HS-5) New technologies advance scientific knowledge. (ESS3-HS-5)</p> <p>Scientific Knowledge is Based on Empirical Evidence Science knowledge is based on empirical evidence. (ESS3-HS-5) Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (ESS3-HS-5)</p>		
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Idaho Common Core Connections

<p>ELA/Literacy</p> <p>RST .1 1-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS3-HS-1),(ESS3-HS-2),(ESS3-HS-4),(ESS3-HS-5)</p> <p>RST .1 1-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (ESS3-HS-5)</p> <p>RST .1 1-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (ESS3-HS-5)</p> <p>RST .1 1-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (ESS3-HS-2),(ESS3-HS-4)</p> <p>WHST .9 -12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (ESS3-HS-1)</p>	<p>Mathematics</p> <p>MP .2 Reason abstractly and quantitatively. (ESS3-HS-1),(ESS3-HS-2),(ESS3-HS-3),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</p> <p>MP .4 Model with mathematics. (ESS3-HS-3),(ESS3-HS-6)</p> <p>HSN-Q .A .1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</p> <p>HSN-Q .A .2 Define appropriate quantities for the purpose of descriptive modeling. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</p> <p>HSN-Q .A .3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)</p>
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Appendix A: K-5 Topic Progressions by Science Domain

Life Science			
Grade	Topic	NGSS Connection	Notes
K	<ul style="list-style-type: none"> Living and nonliving Observe plants and animals 	<ul style="list-style-type: none"> (KLS1.1) Plants need water, food, air, and light to live and grow (KLS1.2) Animals need food and water to live and grow 	<ul style="list-style-type: none"> Continue to address living and non-living things animals (KESS3): see needs and habitat of plants and animals
1	<ul style="list-style-type: none"> Life cycles (plants and animals) Living things needs food, water, and shelter 	<ul style="list-style-type: none"> (1LS1) Structures: Similarities and differences of physical traits between adults and offspring in plants and animals Functions: Imprinting patterns from parents from offspring for survival (1LS3) Heredity: young like parents but not exactly (3LS1) Life cycles 	<ul style="list-style-type: none"> Adding emphasis on structure and functions
2	<ul style="list-style-type: none"> Basic needs of all living thing and discuss how all living thing needs food, water, shelter, and space. Habitats and adaptations 	<ul style="list-style-type: none"> (2LS2) Plants need Water and Sun to Grow Animals help Disperse Seeds and Pollinate Plants (2LS4) Plants and Animals Habitat Diversity 	<ul style="list-style-type: none"> Emphasis on investigation, design, experimentation, and model development Classification of mammals, reptiles, birds, amphibians and fish
3	<ul style="list-style-type: none"> Plant and animals adaptations Food chains and food webs 	<ul style="list-style-type: none"> (3LS2) Behavioral adaptations and migrations (3LS3) Heredity affects similarities and differences in traits and patterns between offspring and parents 	<ul style="list-style-type: none"> Food chains and food web moved to Grade 4. Moving 3LS4 biological adaptation to Grade 5 Emphasis on behavioral adaptations

4	<ul style="list-style-type: none"> Adaptations, classification of vertebrates and invertebrates 	<ul style="list-style-type: none"> (5LS2) Ecosystem, interactions and dynamics (4LS1) Internal and external structures (body structures) 	<ul style="list-style-type: none"> Focus is no longer expected on classification of vertebrates and invertebrates moved to 2/5 (4ESS1) Ex.- make fossil connections to Hagerman horse
5	<ul style="list-style-type: none"> Photosynthesis, cells Heredity -parents and offspring 	<ul style="list-style-type: none"> (3LS4) Biological adaptation and natural selection (5LS1) Photosynthesis (plants need air, and water to grow and not soil) 	<ul style="list-style-type: none"> Classification of species See (5PS3.2) focus on energy from the sun

Earth Science			
Grade	Topic	NGSS Connection	Notes
K	<ul style="list-style-type: none"> 4 seasons 	<ul style="list-style-type: none"> (KESS2) Local weather patterns (climate) Plants and animals change the environment to meet their Needs (e: beaver dams, vines, leaf size) (KESS3) Needs and habitat of plants and animals Severe weather, local, human impact, and recycle 	<ul style="list-style-type: none"> Focus on weather
1	<ul style="list-style-type: none"> 4 seasons locally 	<ul style="list-style-type: none"> (1ESS1) Sun, Moon, and Stars- Predict Patterns Daylight hours to time of year 	
2	<ul style="list-style-type: none"> Weather conditions 	<ul style="list-style-type: none"> (2ESS2) Wind and water changes the shapes of the land; maps of land forms; water-liquid and solids on Earth (ESS1) Earth events- fast /slow Earthquake, volcanoes, erosion 	<ul style="list-style-type: none"> Connection to (2LS4) Connection to (2PS1)

3	<ul style="list-style-type: none"> Length of day, seasons, and year on Earth 	<p style="text-align: center;">of rocks</p> <ul style="list-style-type: none"> (3ESS2) Weather/seasons-graphs and tables Climate in different regions of the world to predict patterns (3ESS3) Claim about merit of a design solutions to damage from weather 	
4	<ul style="list-style-type: none"> Solar system comparisons Gravity (orbits, effect of the moon on Earth, tides) 	<ul style="list-style-type: none"> (4ESS2) Weathering and erosion (water, ice and vegetation) Maps and data-describe patterns of Earth’s features - Earth/water (topographical) (4ESS1) Role of formations/fossils (global, regional & local) (4ESS3) Energy and fuels (Cost/benefit, environment, costs) Natural resources Natural hazards 	<ul style="list-style-type: none"> Was a 5th grade Earth interactions Was a 5th grade standard
5		<ul style="list-style-type: none"> (5ESS2) Geological, biological, hydrological, atmosphere How landforms are affected through weather and climates Water distribution on Earth (ROLES) (5ESS1) Brightness of stars and distances. Shadows (limited to earth position) Seasonal appearance of stars 	

		<ul style="list-style-type: none"> • (5ESS3) Sustainability of Earth's resources (obtain and define information to evaluate impacts and consequences) 	
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Physical Science			
Grade	Topic	NGSS Connection	Notes
K	<ul style="list-style-type: none"> • Use senses describe matter 	<ul style="list-style-type: none"> • (KPS2) Strength and direction of push and pull • Change speed and direction (marble maze) • Effect of sunlight on earth's surface (warm/cool) create something to reduce effects of sun 	
1	<ul style="list-style-type: none"> • Use properties of an object (motion, rotate, revolve, rest, float, fall) 	<ul style="list-style-type: none"> • (1PS4) Sound and vibration • objects in darkness can be seen only when illuminated • Translucent, opaque reflective (not speed of light) • Communicate design project with sound/light 	
2	<ul style="list-style-type: none"> • List properties of an object • Explain how force affect the motion and position of an object 	<ul style="list-style-type: none"> • (2PS1) Investigation of properties- materials: mixture, hardness • Analyze data-best property to purpose • Parts to whole • Heat/cool reverse or not change 	
3	<ul style="list-style-type: none"> • Use instruments to measure properties • Physical properties of 	<ul style="list-style-type: none"> • (3PS2) Effects of balanced and unbalanced forces • Gravity=force 	

	<p>solids, liquids, and gases</p> <ul style="list-style-type: none"> • Heating and cooling-change of state of matter 	<ul style="list-style-type: none"> • Make observations of motion and predict future motion • Magnetic (push and pull) • Electric (static) • Design challenge-magnetism 	
4	<ul style="list-style-type: none"> • Same as third grade-not kinetic and potential energy 	<ul style="list-style-type: none"> • (4PS34) Energy • Explain speed/energy connection • Transfer of energy- sound, light, hear, electric currents • Ask questions and predict-change in energy when objects collide; emphasis on speed not force. • Design, test, refine and object to convert energy to another form of energy • (4PS4) Models of waves, patterns, wave length amplitude, objects move • Model light into eye and seen (not colors in the retina) • Generate and compare solutions that use patterns to send information (ex. binary code, Morse code, drums) 	<ul style="list-style-type: none"> • (4PS4) Social studies connection: "Wind Talkers" and Native Americans in Idaho • Computer Science: Code.org
5	<ul style="list-style-type: none"> • Elements, compounds, and mixtures • Physical difference of solids, liquids, and gases • The nature of physical change related to physical properties 	<ul style="list-style-type: none"> • (5PS1) Matter parts-whole • Too small to be seen • Not atoms and subatomic particles • Not evaporation or condensation • Heat and cooling changes • Matter=conserved phase changes 	<ul style="list-style-type: none"> • Connect (5PS3) to (5LS1)

		<ul style="list-style-type: none">• Not design or mass and weight• Chemical reactions• (5PS2) Argument- gravity is a downward force• (5PS3) Energy in food was once energy in the sun	
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Appendix B: Middle and High School Course Progressions

Grades 6-8											
Assessment Given At End of 8 th Grade As Either Cumulative ISAT OR Content Specific EOC											
Conceptual Progressions Model						Science Domains Model					
Course 1		Course 2		Course 3		Physical		Life		Earth	
DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs
PS1.A	PS1-MS-1	PS3.C	PS4-MS-3	LS2.C	LS2-MS-5	PS1.A	PS1-MS-1	LS1.A	LS1-MS-1	ESS1.A	ESS1-MS-1
PS1.B	PS1-MS-2	PS4.B	LS1-MS-1	LS4.A	LS2-MS-6	PS1.B	PS1-MS-2	LS1.B	LS1-MS-2	ESS1.B	ESS1-MS-2
PS2.A	PS1-MS-3	PS4.C	LS1-MS-2	LS4.B	LS4-MS-1	PS2.A	PS1-MS-3	LS1.C	LS1-MS-3	ESS1.C	ESS1-MS-3
PS2.B	PS1-MS-4	LS1.A	LS1-MS-3	LS4.C	LS4-MS-2	PS2.B	PS1-MS-4	LS2.A	LS1-MS-4	ESS2.A	ESS1-MS-4
PS3.A	PS1-MS-5	LS1.B	LS1-MS-4	LS4.D	LS4-MS-3	PS3.A	PS1-MS-5	LS2.B	LS1-MS-5	ESS2.B	ESS2-MS-1
PS3.B	PS1-MS-6	LS1.C	LS1-MS-5	ESS1.C	LS4-MS-4	PS3.B	PS1-MS-6	LS2.C	LS1-MS-6	ESS2.C	ESS2-MS-2
PS4.A	PS2-MS-1	LS2.B	LS1-MS-6	ESS2.D	LS4-MS-5	PS3.C	PS2-MS-1	LS3.A	LS2-MS-1	ESS2.D	ESS2-MS-3
LS2.A	PS2-MS-2	LS3.A	LS2-MS-3	ESS3.C	LS4-MS-6	PS4.A	PS2-MS-2	LS3.B	LS2-MS-2	ESS3.A	ESS2-MS-4
ESS1.B	PS2-MS-3	LS3.B	LS2-MS-4	ESS3.D	ESS1-MS-4	PS4.B	PS2-MS-3	LS4.A	LS2-MS-3	ESS3.B	ESS2-MS-5
ESS2.B	PS2-MS-4	ESS1.A	LS3-MS-1	ETS1.A	ESS3-MS-3	PS4.C	PS2-MS-4	LS4.B	LS2-MS-4	ESS3.C	ESS2-MS-6
ESS2.C	PS2-MS-5	ESS2.A	LS3-MS-2	ETS1.B	ESS3-MS-4	ETS1.A	PS2-MS-5	LS4.C	LS2-MS-5	ESS3.D	ESS3-MS-1
ESS3.A	PS3-MS-1	ESS2.A	ESS2-MS-1		ESS3-MS-5	ETS1.B	PS3-MS-1	LS4.D	LS2-MS-6		ESS3-MS-2
ETS1.A	PS3-MS-2	ESS2.D	ESS2-MS-2				PS3-MS-2	ETS1.B	LS3-MS-1		ESS3-MS-3
ETS1.B	PS3-MS-3	ESS3.B	ESS2-MS-3				PS3-MS-3		LS3-MS-2		ESS3-MS-4
	PS3-MS-4	ETS1.A	ESS2-MS-4				PS3-MS-4		LS4-MS-1		ESS3-MS-5
	PS3-MS-5	ETS1.B	ESS2-MS-5				PS3-MS-5		LS4-MS-2		
	PS4-MS-1		ESS2-MS-6				PS4-MS-1		LS4-MS-3		
	PS4-MS-2		ESS3-MS-1				PS4-MS-2		LS4-MS-4		
	LS2-MS-1		ESS3-MS-2				PS4-MS-3		LS4-MS-5		
	LS2-MS-2								LS4-MS-6		
	ESS1-MS-1										
	ESS1-MS-2										
	ESS1-MS-3										

Grades 9-12													
DISTRICT CHOICE		BIOLOGY				CHEMISTRY				PHYSICS			
No Assessment		Biology EOC				Chemistry EOC				No Assessment			
Modified Science Domains Model						Science Domains Model							
Biology		Chemistry		Physics		Chemistry		Physics		Biology		Earth/Space	
DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs
LS1.A	LS1-HS-1	PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1	PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1	LS1.A	LS1-HS-1	ESS1.A	ESS1-HS-1
LS1.B	LS1-HS-2	PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2	PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2	LS1.B	LS1-HS-2	ESS1.B	ESS1-HS-2
LS1.C	LS1-HS-3	PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3	PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3	LS1.C	LS1-HS-3	ESS1.C	ESS1-HS-3
LS2.A	LS1-HS-4	PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4	PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4	LS2.A	LS1-HS-4	ESS2.A	ESS1-HS-4
LS2.B	LS1-HS-5	PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5	PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5	LS2.B	LS1-HS-5	ESS2.B	ESS1-HS-5
LS2.C	LS1-HS-6	PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6	PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6	LS2.C	LS1-HS-6	ESS2.C	ESS1-HS-6
LS2.D	LS1-HS-7	PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1	PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1	LS2.D	LS1-HS-7	ESS2.D	ESS2-HS-1
LS3.A	LS2-HS-1	PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2	PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2	LS3.A	LS2-HS-1	ESS2.E	ESS2-HS-2
LS3.B	LS2-HS-2	ESS2.C	PSC2-HS-4	PS4.B	PSP2-HS-3	ETS1.C	PSC2-HS-4	PS4.B	PSP2-HS-3	LS3.B	LS2-HS-2	ESS3.A	ESS2-HS-3
LS4.A	LS2-HS-3	ESS2.D	PSC2-HS-5	PS4.C	PSP2-HS-4		PSC2-HS-5	PS4.C	PSP2-HS-4	LS4.A	LS2-HS-3	ESS3.B	ESS2-HS-4
LS4.B	LS2-HS-4	ESS3.A	PSC3-HS-1	ESS1.A	PSP2-HS-5		PSC3-HS-1	ETS1.A	PSP2-HS-5	LS4.B	LS2-HS-4	ESS3.C	ESS2-HS-5
LS4.C	LS2-HS-5	ESS3.D	PSC3-HS-2	ESS1.B	PSP3-HS-1		PSC3-HS-2	ETS1.C	PSP3-HS-1	LS4.C	LS2-HS-5	ESS3.D	ESS2-HS-6
LS4.D	LS2-HS-6	ETS1.A	PSC3-HS-3	ESS2.A	PSP3-HS-2		PSC3-HS-3		PSP3-HS-2	LS4.D	LS2-HS-6	PS1.C	ESS2-HS-7

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ESS1.C	LS2-HS-7	ETS1.B	PSC3-HS-4	ESS2.B	PSP3-HS-3		PSC3-HS-4		PSP3-HS-3	ETS1.B	LS2-HS-7	PS3.D	ESS3-HS-1
ESS2.E	LS2-HS-8	ETS1.C	PSC3-HS-5	ETS1.A	PSP3-HS-4		PSC3-HS-5		PSP3-HS-4		LS2-HS-8	PS4.A	ESS3-HS-2
ESS3.B	LS3-HS-1		ESS2-HS-4	ETS1.B	PSP3-HS-5				PSP3-HS-5		LS3-HS-1	PS4.B	ESS3-HS-3
ESS3.C	LS3-HS-2		ESS2-HS-5	ETS1.C	ESS1-HS-1						LS3-HS-2	ETS1.B	ESS3-HS-4
ETS1.A	LS3-HS-3		ESS2-HS-6		ESS1-HS-2						LS3-HS-3		ESS3-HS-5
ETS1.B	LS4-HS-1		ESS3-HS-2		ESS1-HS-3						LS4-HS-1		ESS3-HS-6
ETS1.C	LS4-HS-2		ESS3-HS-5		ESS1-HS-4						LS4-HS-2		
	LS4-HS-3		ESS3-HS-6		ESS2-HS-1						LS4-HS-3		
	LS4-HS-4				ESS2-HS-2						LS4-HS-4		
	LS4-HS-5				ESS2-HS-3						LS4-HS-5		
	LS4-HS-6										LS4-HS-6		
	ESS1-HS-5												
	ESS1-HS-6												
	ESS2-HS-7												
	ESS3-HS-1												
	ESS3-HS-3												
	ESS3-HS-4												

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SUBJECT

Amendments to Docket 08-0203-1502 and 08-0203-1506

REFERENCE

November 24, 2014	Board approved a pending rule docket 08-0203-1403, adding end of course assessments in Biology and Chemistry as part of the state's comprehensive assessment system.
December 18, 2014	Board approved the Idaho Academic Achievement Standards, including the Proficiency Line Descriptors and ISAT achievement levels at each performance level for grades 3-8 and 11.
February 19, 2015	Board approved the Idaho Academic Achievement Standards, including the Proficiency Line Descriptors and ISAT achievement levels at each performance level for grades 9 and 10; and approved a temporary rule incorporating by reference into IDAP 08.02.03.004 the ISAT Achievement Standards approved on December 18, 2014
June 18, 2015	Board approve Proposed Rule amendment to IDAPA 08.02.03.004 incorporating the Idaho Academic Achievement Standards, including Proficiency Line Descriptors and the Idaho Standards Achievement Tests achievement levels for grades 3-11 in mathematics and English language arts.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03 – Rules Governing Thoroughness – Comprehensive Assessment System

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.02.03.111.06 "Students are required to take an End of Course Assessment in science provided by the state and administered by the district", cut scores are attached that have been set by a standards review committee and are subject to the State Board of Education approval.

ATTACHMENTS

Attachment 2 – Docket 08-0203-1502 Amendment (Temporary)	Page 3
Attachment 3 – Docket 08-0203-1506 Amendment (Proposed)	Page 5
Attachment 1 – Achievement Level Descriptors (New Section pg. 3-12)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Standards Achievement Tests as defined in administrative rule is the statewide tests used for measuring a student's proficiency in the state content

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standards. This assessment has traditionally also include a science assessment in grades 5, 7 and 10. With the transition to the new assessment administration the math and English language arts are covered by the ISAT by Smarter Balanced and the science assessment is administered through the ISAT by DRC for grades 5 and 7 with an end of course assessment administered by the district to students in grades 10, 11 or 12 who have completed a biology and/or chemistry course. As a component of the overall Idaho Standards Achievement Tests the achievement standards for the end of course assessments must be approved by the Board and incorporated into the document approved by the Board when setting the achievement levels for mathematics and English Language arts in grades 3-11 (cut scores).

Because the existing cut scores were incorporated into two separate administrative rules, one a temporary rule, docket number 08-0203-1502 and the other proposed rule docket 08-0203-1506 both dockets must be amended to include the science cut scores.

BOARD ACTION

I move to approve the Idaho Standards Achievement Tests Achievement Standards as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the amendment to temporary rule Docket 08-0203-1502 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the amendment to proposed rule Docket 08-0203-1506 as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Docket 08-0203-1502 Amendment (Temporary)

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

- a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- b. Health, as revised and adopted on April 17, 2009. (3-29-10)
- c. Humanities Categories: 3-29-10
 - i. Art, as revised and adopted on April 17, 2009; (3-29-10)
 - ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)
 - iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)
 - iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)
 - v. Music, as revised and adopted on April 17, 2009; (3-29-10)
 - vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)
- d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)
- e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)
- g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
- h. Science, as revised and adopted on April 17, 2009. (3-29-10)
- i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)
- j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

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03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov.
(4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov.
(4-7-11)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on ~~May 30, 2007~~~~December 18, 2014~~ August 13, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.
(4-2-08)(____)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov.
(5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.
(3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.
(4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.
(4-2-08)

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Docket 08-0203-1506 Amendment (Proposed)

**IDAPA 08
TITLE 02
CHAPTER 03**

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10. The Idaho Special Education Manual As adopted by the State Board of Education on December 18, 2014. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ()

Advanced

Chemistry students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Students at this level are able to do the following:

- Analyze the periodic table to predict physical and chemical properties.
- Analyze the historical developments that resulted in the modern version of the periodic table.
- Create and evaluate graphs of data.
- Analyze the key concepts of the kinetic molecular theory.
- Analyze and compare the common theories defining acids and bases.
- Compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform and analyze computations using scientific notation, the metric system and dimensional analysis.
- Compute and evaluate measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform and analyze calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Calculate and compare concentrations of solutions in various ways including molarity.
- Analyze how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.
- Calculate and analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate and apply understanding of the scientific method.
- Justify the selection and use of appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for elements, ions and compounds.
- Analyze how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Compare the polarity of chemical bonds using electronegativity.
- Predict and analyze physical properties of compounds based upon the attractive forces between atoms and molecules.
- Classify and explain the placement of all matter into appropriate categories.
- Analyze the relationship and reactions of acids, bases, and salts.

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- Analyze the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Analyze the kinetic molecular theory and apply it to phases of matter.
- Analyze and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- Apply the conservation of matter by balancing chemical equations.
- Analyze the difference between exothermic and endothermic chemical reactions during chemical or physical changes.
- Analyze the classic historical experiments that were used to identify the components of an atom and its structure.
- Determine the number of protons, neutrons and electrons for an atom, ion, or isotope.
- Analyze the relationship between the structure of atoms and light absorption and emission.
- Determine and compare and analyze electron arrangements of elements using electron configurations and orbital energy diagrams.
- Analyze the law of conservation of mass and the law of definite proportions.
- Analyze chemical equations for common types of chemical reactions and predict the products.
- Analyze the factors that influence the rates of chemical reactions.
- Analyze the role of chemistry in enabling technological advances.
- Analyze the role of chemistry in energy and environmental issues.

Proficient

Chemistry students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Students at this level are able to do the following:

- Use the periodic table to predict physical and chemical properties.
- Describe the historical development of the periodic table.
- Create and interpret graphs of data.
- Explain and interpret the key concepts of the kinetic molecular theory.
- Distinguish the common theories defining acids and bases.
- Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform computations using scientific notation, the metric system and dimensional analysis.
- Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Express concentrations of solutions in various ways including molarity.
- Interpret how the presence of solute particles can affect the properties of a solution and be able to do calculations involving colligative properties.
- Analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate an understanding of the scientific method.
- Select and use appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for common elements, ions and compounds.
- Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Predict the polarity of chemical bonds using electronegativity.
- Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- Distinguish and classify all matter into appropriate categories.
- Explain the relationship and reactions of acids, bases, and salts.

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- Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Describe the Kinetic Molecular Theory as it applies to phases of matter.
- Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- Demonstrate the conservation of matter by balancing chemical equations.
- Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.
- Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- Deduce the number of protons, neutrons and electrons for an atom or ion.
- Describe the relationship between the structure of atoms and light absorption and emission.
- Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.
- Illustrate the law of conservation of mass and the law of definite proportions.
- Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
- Describe the factors that influence the rates of chemical reactions.
- Assess the role of chemistry in enabling technological advances.
- Evaluate the role of chemistry in energy and environmental issues.

Basic

Chemistry students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Chemistry students at this level are able to do the following:

- Recognize that the periodic table can be used to predict physical and chemical properties.
- Identify the historical development of the periodic table.
- Recognize graphs of data.
- Identify the key concepts of the kinetic molecular theory.
- Recognize the common theories defining acids and bases.
- Identify physical and chemical properties and changes and appropriate computations.
- Perform basic computations using scientific notation, the metric system and dimensional analysis.
- Recognize aspects of measurement uncertainty including precision, accuracy and the rules for significant digits.
- Perform some simple calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Solve simple stoichiometry problems.
- Recognize concentrations of solutions in various ways including molarity.
- Identify how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.
- Recognize quantitative relationships involved in acid/base chemistry including pH.
- Identify the scientific method.
- Identify scientific equipment, materials and techniques.
- Recognize symbols, formulas and names for common elements, ions and compounds.
- Identify how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Recognize the polarity of chemical bonds using electronegativity.
- Identify physical properties of compounds based upon the attractive forces between atoms and molecules.
- Classify some types of matter into appropriate categories.

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- Identify the relationship and reactions of acids, bases, and salts.
- Identify the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Identify the Kinetic Molecular Theory.
- Recognize the changes in heat energy that occur during chemical reactions and phase changes.
- Recognize the conservation of matter by examining balanced chemical equations.
- Recognize the difference between exothermic and endothermic chemical reactions during chemical or physical changes.
- Recognize the classic historical experiments that were used to identify the components of an atom and its structure.
- Recognize the number of protons, neutrons and electrons for an atom or ion.
- Recognize the relationship between the structure of atoms and light absorption and emission.
- Identify electron arrangements of elements using electron configurations and orbital energy diagrams.
- Identify the law of conservation of mass and the law of definite proportions.
- Recognize chemical equations for common types of chemical reactions and identify the products.
- Identify the factors that influence the rates of chemical reactions.
- Identify the role of chemistry in enabling technological advances.
- Identify the role of chemistry in energy and environmental issues.

Advanced

Biology students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Analyze and apply the scientific meaning of system, order, and organization to a given system.
- Use observations and data as evidence on which to base complex scientific explanations.
- Evaluate and analyze changes that can occur in and among systems.
- Calculate and make conversions using the metric system.
- Analyze questions and concepts that guide scientific investigations.
- Apply technology and mathematics to investigations.
- Analyze and compare alternative explanations and models.
- Analyze the differences among observations, hypotheses, and theories.
- Evaluate technical writing, graphs, charts, and diagrams.
- Apply the theory of evolution to explain how species change over time.
- Evaluate how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Evaluate how matter tends toward more disorganized states (entropy).
- Analyze how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Explain how the energy for life is primarily derived from the Sun through photosynthesis.
- Analyze cellular respiration and the synthesis of macromolecules and compare the different processes.
- Compare how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Compare the particular structures that underlie the cellular functions.
- Analyze chemical reactions that occur in cells.
- Analyze how cells use DNA to store and use information for cell functions.
- Analyze how selective expression of genes can produce specialized cells from a single cell.
- Analyze complex environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Predict how science advances technology and how technology advances science.
- Analyze how science and technology are pursued for different purposes.
- Compare the difference between renewable and nonrenewable resources.

Proficient

Biology students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Explain the scientific meaning of system, order, and organization.
- Apply the concepts of order and organization to a given system.
- Use observations and data as evidence on which to base scientific explanations.
- Measure changes that can occur in and among systems.
- Analyze changes that can occur in and among systems.
- Measure and calculate using the metric system.
- Identify questions and concepts that guide scientific investigations.
- Use appropriate technology and mathematics to make investigations.
- Analyze alternative explanations and models.
- Explain the differences among observations, hypotheses, and theories.
- Analyze technical writing, graphs, charts, and diagrams.
- Use the theory of evolution to explain how species change over time.
- Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Explain how matter tends toward more disorganized states (entropy).
- Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Show how the energy for life is primarily derived from the Sun through photosynthesis.
- Describe cellular respiration and the synthesis of macromolecules.
- Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Identify the particular structures that underlie the cellular functions.
- Explain cell functions involving chemical reactions.
- Explain how cells use DNA to store and use information for cell functions.
- Explain how selective expression of genes can produce specialized cells from a single cell.
- Analyze simple environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Explain how science advances technology and how technology advances science.
- Explain how science and technology are pursued for different purposes.
- Describe the difference between renewable and nonrenewable resources.

Basic

Biology students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Identify the scientific meaning of system, order, and organization.
- Recognize the concepts of order and organization and how they are related to a given system.
- Identify observations and data as evidence on which to base scientific explanations.
- Identify changes that can occur in and among systems.
- Measure using the metric system.
- Identify questions that guide scientific investigations.
- Identify appropriate technology and mathematics to make investigations.
- Identify alternative explanations and models.
- Recognize the differences among observations, hypotheses, and theories.
- Uses technical writing, graphs, charts, and diagrams.
- Identify the theory of evolution.
- Recognize how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Recognize that matter tends toward more disorganized states (entropy).
- Recognize that organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Recognize that the energy for life is primarily derived from the sun through photosynthesis.
- Recognize the process of cellular respiration.
- Recognize that matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Identify main cellular structures.
- Identify cell functions involving chemical reactions.
- Recognize that cells use DNA to store and use information for cell functions.
- Recognize that the selective expression of genes can produce specialized cells from a single cell.
- Identify environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Recognize that science advances technology and that technology advances science.
- Recognize that science and technology are pursued for different purposes.
- Identify the difference between renewable and nonrenewable resources.

Attachment 3

End-of-Course

Biology / Chemistry
Recommended Cut Scores

EOC	Below Basic	Basic	Proficient	Advanced
Biology	193 and below	194 – 199	200 – 213	214 and above
Chemistry	187 and below	188 – 199	200 – 216	217 and above

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Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

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The student who just enters Level 2 should be able to:	
<p>READING Literary Text Targets 1-7</p>	<ul style="list-style-type: none"> • Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
<p>READING Informational Text Targets 8-14</p>	<ul style="list-style-type: none"> • Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
<p>WRITING Targets 1-10</p>	<ul style="list-style-type: none"> • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author’s craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

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	<ul style="list-style-type: none"> • Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft with minimal demonstration of purpose.

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	<ul style="list-style-type: none"> • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually without support.

The student who just enters Level 4 should be able to:

READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

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	<p>information in highly complex texts.</p> <ul style="list-style-type: none"> • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author’s craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.

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The student who just enters Level 2 should be able to:	
<p>READING Literary Text Targets 1-7</p>	<ul style="list-style-type: none"> • Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
<p>READING Informational Text Targets 8-14</p>	<ul style="list-style-type: none"> • Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
<p>WRITING Targets 1-10</p>	<ul style="list-style-type: none"> • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

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	<ul style="list-style-type: none"> • Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

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	<ul style="list-style-type: none"> • Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author’s craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author’s craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually without support.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

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The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

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	<ul style="list-style-type: none"> • Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1-10	<ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

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	<ul style="list-style-type: none"> • Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

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	<p>judgments.</p> <ul style="list-style-type: none"> • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

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The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

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	<ul style="list-style-type: none"> • Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

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SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1-10	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

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	<p>audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

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	<ul style="list-style-type: none"> • Evaluate text structures across texts.
WRITING Targets 1–10	<ul style="list-style-type: none"> • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1-10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

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SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

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<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
<p>The student who just enters Level 4 should be able to:</p>	
<p>READING Literary Text Targets 1–7</p>	<ul style="list-style-type: none"> • Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

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<p>READING Informational Text Targets 8–14</p>	<ul style="list-style-type: none"> • Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1-10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

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	<p>grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p> <ul style="list-style-type: none"> • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

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WRITING Targets 1–10	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	<ul style="list-style-type: none"> • Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	<ul style="list-style-type: none"> • Identify several pieces of strong and varied textual evidence from sources across

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<p>Informational Text Targets 8–14</p>	<p>disciplines to support conclusions, inferences, connections, and steps to processes.</p> <ul style="list-style-type: none"> • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3-10	<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

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1-4	<ul style="list-style-type: none"> • Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3-10	<ul style="list-style-type: none"> • Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/ tone, and including some relevant supporting evidence.

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	<ul style="list-style-type: none"> • Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/toner, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/toner. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/toner. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

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	<ul style="list-style-type: none"> • Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	<ul style="list-style-type: none"> • Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author’s presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	<ul style="list-style-type: none"> • Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	<ul style="list-style-type: none"> • Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

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The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	<ul style="list-style-type: none"> • Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	<ul style="list-style-type: none"> • Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	<ul style="list-style-type: none"> • Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	<ul style="list-style-type: none"> • Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

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The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	<ul style="list-style-type: none"> • Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	<ul style="list-style-type: none"> • Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	<ul style="list-style-type: none"> • Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	<ul style="list-style-type: none"> • Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

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The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	<ul style="list-style-type: none"> • Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	<ul style="list-style-type: none"> • Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	<ul style="list-style-type: none"> • N/A
CONCEPTS AND PROCEDURES Target K: Geometry	<ul style="list-style-type: none"> • N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

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The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	<ul style="list-style-type: none"> • Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	<ul style="list-style-type: none"> • Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	<ul style="list-style-type: none"> • Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 4 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	<ul style="list-style-type: none"> • Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	<ul style="list-style-type: none"> • Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	<ul style="list-style-type: none"> • Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 4 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	<ul style="list-style-type: none"> • Compare two fractions with different numerators and different denominators using $<$, $>$, and $=$. • Compare two decimals to the hundredths using $<$, $>$, and $=$ or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	<ul style="list-style-type: none"> • Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 5 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	<ul style="list-style-type: none"> • Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	<ul style="list-style-type: none"> • Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	<ul style="list-style-type: none"> • Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	<ul style="list-style-type: none"> • Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 5 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using $>$, $=$, and $<$ to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	<ul style="list-style-type: none"> • Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	<ul style="list-style-type: none"> • Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	<ul style="list-style-type: none"> • Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	<ul style="list-style-type: none"> • Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 5 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	<ul style="list-style-type: none"> • Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	<ul style="list-style-type: none"> • Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	<ul style="list-style-type: none"> • Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	<ul style="list-style-type: none"> • Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{10}$.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 6 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	<ul style="list-style-type: none"> • Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	<ul style="list-style-type: none"> • Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	<ul style="list-style-type: none"> • Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p = /< /> q$ or $px = /< /> q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	<ul style="list-style-type: none"> • Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	<ul style="list-style-type: none"> • Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	<ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	<ul style="list-style-type: none"> • Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($-3 < -5$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	<ul style="list-style-type: none"> • Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = /<=>/ q$ or $px = /<=>/ q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	<ul style="list-style-type: none"> • Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	<ul style="list-style-type: none"> • Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 6 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	<ul style="list-style-type: none"> • Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of $\frac{a}{a}$ is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	<ul style="list-style-type: none"> • Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	<ul style="list-style-type: none"> • Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	<ul style="list-style-type: none"> • Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 7 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	<ul style="list-style-type: none"> • Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	<ul style="list-style-type: none"> • Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	<ul style="list-style-type: none"> • Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	<ul style="list-style-type: none"> • Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	<ul style="list-style-type: none"> • Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	<ul style="list-style-type: none"> • Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	<ul style="list-style-type: none"> • Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	<ul style="list-style-type: none"> • Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 7 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	<ul style="list-style-type: none"> • Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	<ul style="list-style-type: none"> • Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	<ul style="list-style-type: none"> • Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	<ul style="list-style-type: none"> • Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	<ul style="list-style-type: none"> • Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 8 Mathematics**

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	<ul style="list-style-type: none"> • Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	<ul style="list-style-type: none"> • Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the y-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	<ul style="list-style-type: none"> • Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	<ul style="list-style-type: none"> • Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	<ul style="list-style-type: none"> • Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	<ul style="list-style-type: none"> • Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 8 Mathematics**

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	<ul style="list-style-type: none"> • Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	<ul style="list-style-type: none"> • Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	<ul style="list-style-type: none"> • Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	<ul style="list-style-type: none"> • Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	<ul style="list-style-type: none"> • Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	<ul style="list-style-type: none"> • Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

**STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015
Threshold Achievement Level Descriptors
Grade 8 Mathematics**

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	<ul style="list-style-type: none"> • Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	<ul style="list-style-type: none"> • Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	<ul style="list-style-type: none"> • Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	<ul style="list-style-type: none"> • Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	<ul style="list-style-type: none"> • Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	<ul style="list-style-type: none"> • Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

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The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	<ul style="list-style-type: none"> • Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	<ul style="list-style-type: none"> • Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	<ul style="list-style-type: none"> • Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	<ul style="list-style-type: none"> • Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	<ul style="list-style-type: none"> • Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	<ul style="list-style-type: none"> • Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

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PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> • Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	<ul style="list-style-type: none"> • Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	<ul style="list-style-type: none"> • Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	<ul style="list-style-type: none"> • Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	<ul style="list-style-type: none"> • Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	<ul style="list-style-type: none"> • Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

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	<ul style="list-style-type: none"> Analyze and compare properties of a linear function to properties of another function of any type. Build a recursive function to describe or model a relationship between two quantities. Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	<ul style="list-style-type: none"> Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	<ul style="list-style-type: none"> Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	<ul style="list-style-type: none"> Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	<ul style="list-style-type: none"> Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	<ul style="list-style-type: none"> Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	<ul style="list-style-type: none"> Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	<ul style="list-style-type: none"> Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. Solve a formula for any variable in the formula. Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

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<p>CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions</p>	<ul style="list-style-type: none"> • Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
<p>Target O: Similarity, Right Triangles, and Trigonometry</p>	<ul style="list-style-type: none"> • Solve right triangle problems with multiple stages and in compound figures without scaffolding.
<p>CONCEPTS AND PROCEDURES Target P: Statistics and Probability</p>	<ul style="list-style-type: none"> • Interpret data to explain why a data value is an outlier.
<p>PROBLEM SOLVING & MODELING AND DATA ANALYSIS</p>	<ul style="list-style-type: none"> • Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
<p>COMMUNICATING REASONING</p>	<ul style="list-style-type: none"> • Begin to construct chains of logic about abstract concepts autonomously.

Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11 vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter’s content specifications located on the Smarter Balanced website (<http://www.smarterbalanced.org/?s=content+specifications>). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.

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The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response “demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed.”

The table below is Smarter’s ELA/L Summative Assessment Blueprint for grade 11, which can also be found on Smarter’s website at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_-Blueprint-2014_04-30Final.pdf.

We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

Table 1: Blueprint for Grade 9 and 10 ELA/L

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹		DoK ^{2,3}	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	1. Reading	Literary ⁴	2	Central Ideas	2, 3	1 ⁵	1 ⁵	1 ⁵	6
			4	Reasoning and Evaluation	3, 4	1 ⁵			
			1	Key Details	2	4	4	0	
			3	Word Meanings	1, 2				
			5	Analysis within/ across Texts	3, 4				
			6	Text Structures and Features	3, 4				
			7	Language Use	3				
		9	Central Ideas	2, 3	5–6 ⁷				12–13 ⁷
		11	Reasoning and Evaluation	3, 4					
		8	Key Details	2	8	0			
		10	Word Meanings	1, 2					
		12	Analysis within/ across Texts	3, 4					
		13	Text Structures and Features	3, 4					
		14	Language Use	3					

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Target Sampling ELA/L Grade 11										
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹		DoK ^{2,3}	CAT Items	Item Type		Total Items	
							Machine Scored	Short Text		
CAT	2. Writing	Organization/ Purpose	1a	Write Brief Texts ⁸	3	3	0	0-1 ⁸	10	
			3a							6a
		1b	Revise Brief Texts	2	0-2 ⁸		0			
		3b						6b		
		Evidence/ Elaboration	1a	Write Brief Texts ⁸	3		2			0
			3a					6a		
	1b		Revise Brief Texts	2	2	0				
	3b	6b								
	8		Language and Vocabulary Use ⁹	1, 2	2	2	0			
	Conventions	9	Edit/Clarify	1, 2	5	5	0			
3. Speaking/ Listening	Listening	4	Listen/Interpret	1, 2, 3	9	9	0	9		
4. Research	Research	2	Analyze/ Integrate Info	2	5	5	5	5		
		3	Evaluate Info/ Sources	2						
		4	Use Evidence	2						

Target Sampling ELA/L Grade 11											
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹		DoK	Item Type			Scores		
						Machine Scored	Short Text	Full Write			
PT	2. Writing	Organization/ Purpose	2	Compose Full Texts	4	0	0	1	1		
			4							7	
		Evidence/ Elaboration	2	Compose Full Texts					8		Language and Vocabulary Use
			4							7	
	Conventions	9	Edit/Clarify				1				
	4. Research	Research	2	Analyze/ Integrate Info	3, 4	1	2	0	3		
3			Evaluate Info/ Sources	3, 4							
4			Use Evidence	3, 4							

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Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are **not** part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are **not** part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here:

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/Math_Preliminary_-_Blueprint-2014_04-30Final.pdf

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for Mathematics Grade 9

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-3	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2			
		G. Create equations that describe numbers or relationships.	1, 2	0-5		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-8		
		K. Understand the concept of a function and use function notation.	1, 2	0-8		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
N. Build a function that models a relationship between two quantities.	2					

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Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1-3		
		A. Extend the properties of exponents to rational exponents.	1, 2	0		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	1-3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically.	1, 2, 3	1		
		C. Interpret results in the context of a situation.				
		D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.	2, 3	1	2-3	5-6
		D. Interpret results in the context of a situation.	2, 3, 4	1		
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.				
		E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1, 2	1		
		C. State logical assumptions being used.				
F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	3, 4	0				
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples.	2	2-3	2	8
		D. Use the technique of breaking an argument into cases.		2, 3, 4		
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.				
		E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	1-2		
		C. State logical assumptions being used.	2, 3, 4	1-2		
		F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.				
		G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)				

– DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

– The CAT algorithm will be configured to ensure the following:

For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.

For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.

For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

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Table 3: Blueprint for Mathematics Grade 10

Claim	Content Category	Assessment Targets	DOK	Items		Total Items		
				CAT	PT			
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-6	0	15		
		E. Write expressions in equivalent forms to solve problems.	1, 2					
		F. Perform arithmetic operations on polynomials.	2					
		G. Create equations that describe numbers or relationships.	1, 2	0-6				
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2					
		I. Solve equations and inequalities in one variable.	1, 2					
		J. Represent and solve equations and inequalities graphically.	1, 2	0				
		K. Understand the concept of a function and use function notation.	1, 2	0				
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7				
		M. Analyze functions using different representations.	1, 2, 3					
	N. Build a function that models a relationship between two quantities.	2						
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2-4			0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0				
		A. Extend the properties of exponents to rational exponents.	1, 2	0-2				
		B. Use properties of rational and irrational numbers.	1, 2					
C. Reason quantitatively and use units to solve problems.		1, 2	0					
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4		
		B. Select and use appropriate tools strategically.	1, 2, 3	1				
		C. Interpret results in the context of a situation.						
		D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).						
Modeling and Data Analysis (drawn across content domains)		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.	2, 3	1	2-3	5-6		
		D. Interpret results in the context of a situation.	2, 3, 4	1				
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.						
		E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.						

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Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
- The CAT algorithm will be configured to ensure the following:
 - For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
 - For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
 - For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher

Note that the blueprints above are preliminary and not final. They will be firmed up after AIR completes the simulations for the assessments.

Establishing Cut-Scores

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.

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AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

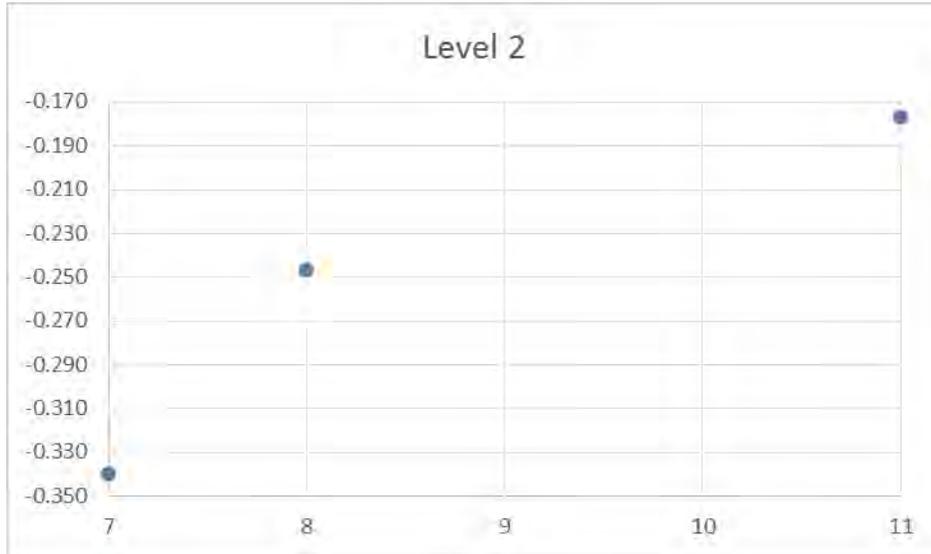
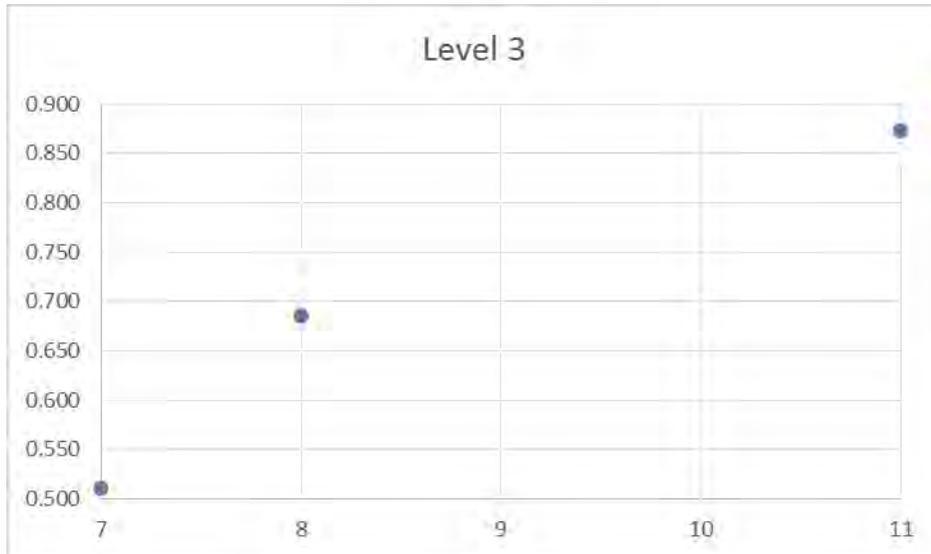


Figure 2: ELA/L Level 3 Smarter Cut-Scores



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Figure 3: ELA/L Level 4 Smarter Cut-Scores

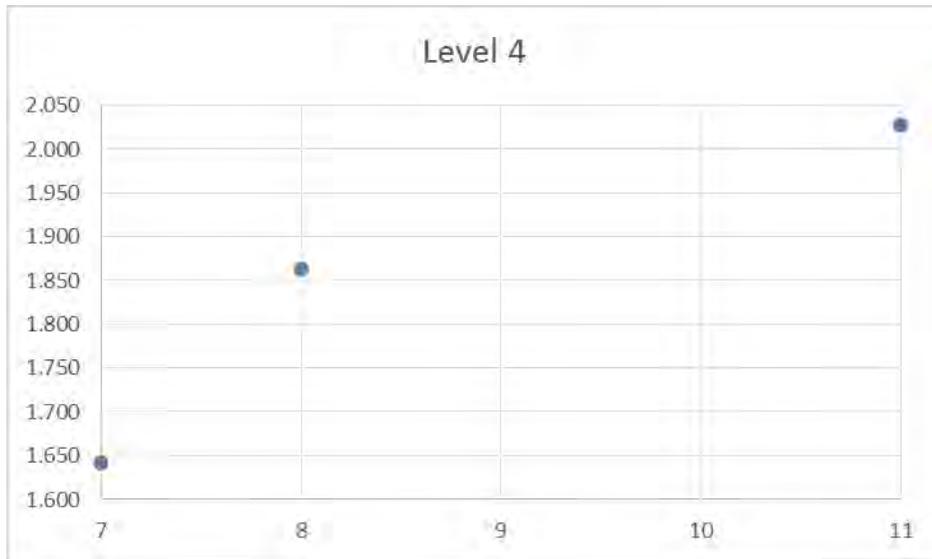
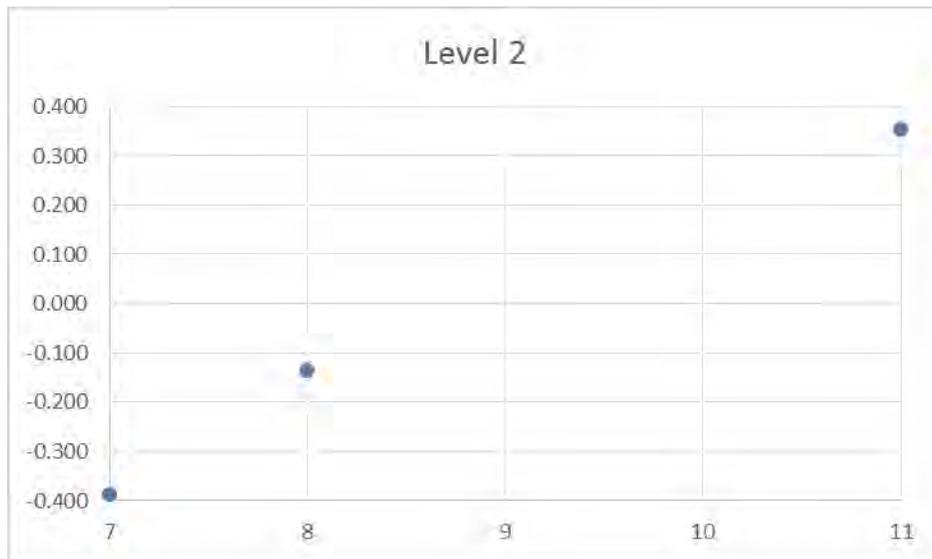


Figure 4: Mathematics Level 2 Smarter Cut-Scores



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Figure 5: Mathematics Level 3 Smarter Cut-Scores

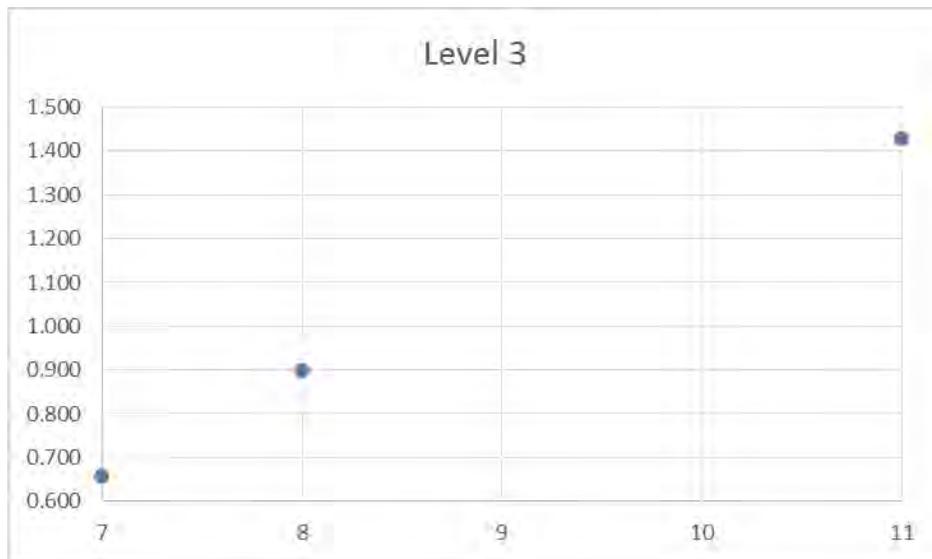
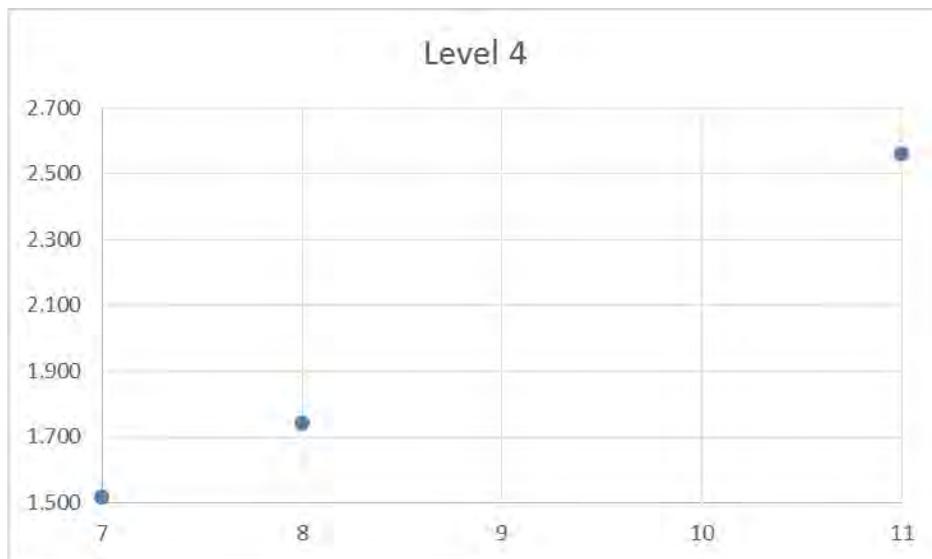


Figure 6: Mathematics Level 4 Smarter Cut-Scores



The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to $\exp(\theta)$. The predicted $\exp(\theta)$ was converted back to the original theta metric by taking the log of predicted $\exp(\theta)$. For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in **Table 4**.

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The sample sizes used in the regression analyses are listed in **Table 4**. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

Sample Sizes in Vertical Linking Sample		
Grade	ELA/L	Math
09	7,714	12,016
10	11,924	14,342
11	31,019	21,250

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Table 5: Cut-Scores for ELA/L

Level 2			
Anchoring Grade	Exp(theta)	Theta Cut	Percentage (%) at and above
07	0.712	-0.340	66
08	0.781	-0.247	71
11	0.838	-0.177	72
Slope			0.028589
Intercept			0.529122
Level 3			
07	1.665	0.510	38
08	1.984	0.685	41
11	2.392	0.872	41
Slope			0.17107
Intercept			0.530975
Level 4			
07	5.160	1.641	8
08	6.437	1.862	9
11	7.584	2.026	11
Slope			0.554269
Intercept			1.58987

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Table 6: Cut-Scores for Mathematics

Level 2		
Anchoring Grade	Theta Cut	Percentage (%) at and above
07	-0.390	64
08	-0.137	62
11	0.354	59
Slope		0.180846
Intercept		-1.625
Level 3		
07	0.657	33
08	0.897	32
11	1.426	33
Slope		0.188577
Intercept		-0.641
Level 4		
07	1.515	13
08	1.741	13
11	2.561	11
Slope		0.264231
Intercept		-0.351

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Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

Table 7: Predicted Cut-Scores for ELA/L

ELA/L Predicted Cut-Scores				
Grade	Predicted Theta Cut	Inverse Proportions	Theta Cuts	Scaled Score Cuts
07	-0.316	65	-0.34	2479
08	-0.277	72	-0.247	2487
09	-0.240	68	-0.240	2488
10	-0.205	76	-0.205	2491
11	-0.170	72	-0.177	2493
07	0.547	37	0.51	2552
08	0.642	43	0.685	2567
09	0.728	38	0.728	2571
10	0.807	46	0.807	2577
11	0.881	40	0.872	2583
07	1.699	8	1.641	2649
08	1.796	10	1.862	2668
09	1.884	9	1.884	2670
10	1.965	13	1.965	2677
11	2.040	11	2.026	2682

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Table 8: Predicted Cut-Scores for Mathematics

Mathematics Predicted Cut-Scores				
Grade	Predicted Theta Cut	Inverse Proportions	Theta Cuts	SS Cuts
07	-0.359	63	-0.39	2484
08	-0.178	63	-0.137	2504
09	0.003	56	0.003	2515
10	0.183	62	0.183	2529
11	0.364	59	0.354	2543
07	0.679	32	0.657	2567
08	0.868	33	0.897	2586
09	1.056	28	1.056	2599
10	1.245	33	1.245	2614
11	1.433	33	1.426	2628
07	1.499	13	1.515	2635
08	1.763	12	1.741	2653
09	2.027	9	2.027	2676
10	2.291	12	2.291	2697
11	2.556	11	2.561	2718

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

Sample Sizes in Vertical Linking Sample			
Subject	Grade	Slope (a)	Intercept (b)
ELA/L	3–8, HS	85.8	2508.2
Math	3–8, HS	79.3	2514.9

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate

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For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Spring Specifications,

Table 10: LOSS/HOSS Values and Initial Ability Estimates

Subject	Grade	Min	Max	Average	Standard Dev	Theta Metric		Scale Score Metric	
						LOT	HOT	LOSS	HOSS
ELA	9	-2.4375	3.3392	0.3396	1.1536	-2.4375	3.3392	2299	2795
ELA	10	-2.4375	3.3392	0.6310	1.1747	-2.4375	3.3392	2299	2795
ELA	11	-2.4375	3.3392	0.5371	1.2025	-2.4375	3.3392	2299	2795
Math	9	-2.9564	4.3804	0.1791	1.4390	-2.9564	4.3804	2280	2862
Math	10	-2.9564	4.3804	0.5388	1.4978	-2.9564	4.3804	2280	2862
Math	11	-2.9564	4.3804	0.6696	1.5757	-2.9564	4.3804	2280	2862

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Establishing Cut-Scores for Common Grades 9 and 10 ELA/L and Mathematics

Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.

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SUBJECT

Proposed Rule - IDAPA 08.02.03.109 – Rules Governing Thoroughness

REFERENCE

August 2010	Board approved temporary and proposed rule change to IDAPA 08.02.03.109. regarding the Special Education Individualized Education Programs.
Novemer 2010	Board approved pending rule changes to IDAPA 08.02.03.109 regarding the Special Educaiton Individualized Education Programs
January 22, 2015	Board approved a temporary rule amending IDAPA 08.02.03.109 amending the timelines required for initial evaluations and determination of eligibility requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-116, 33-2002, Idaho Code, IDAPA 08.02.03.109 (f)
20 U.S.C. 1411-1419; 34 CFR 300,100-300.174, Individuals with Disabilities Education Act (IDEA)

BACKGROUND/DISCUSSION

The Individuals with Disabilities Education Act (IDEA) sets certain timeframes for districts to complete particular activities such as initial evaluation for special education, reevaluation and dispute resolution. Timeframes help ensure that services for students are not unnecessarily delayed and reviewed appropriately. Federal regulation allows for 60 calendar days from the receipt of parent consent for initial evaluation to evaluate a student and determine eligibility for special education. After a student is found eligible for special education, regulations allow 30 calendar days to develop an individualized education program (IEP); implementation of that IEP must occur as soon as possible thereafter. Idaho's rules currently set a maximum 60 day timeline for student evaluation, determination of eligibility for special education, development of an IEP and implementation of that IEP. Idaho's timeline starts upon the receipt of parent consent for initial evaluation for special education, and excludes periods when regular school is not in session for five or more consecutive school days, or if all parties agree to an extension beyond 60 days. Idaho also requires once eligibility is determined, an IEP must be developed and implemented within 30 days (as long as those 30 days still fall within the 60 day timeframe). An example would be if a student was evaluated and found eligible by the 15th day, a district would then have 30 days (not 45 days) to ensure development and implementation of an IEP. If a student was evaluated and found eligible on the 35th day, the IEP would have to be developed and implemented within 25 days.

The Individuals with Disabilities Education Act (IDEA) only allows states to modify the timelines for times when a school is not in session for five (5) or more consecutive days for Eligibility for Special Education, this is not allowed for IEP's

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as specified in IDAPA 08.02.03 subsection 109.04. The timeline currently contained in this section violates IDEA.

IMPACT

This Temporary and Proposed Rule change is needed to bring IDAPA into compliance with the Individuals with Disabilities Education Act (IDEA)

ATTACHMENTS

Attachment 1 –Proposed Rule amendment to IDAPA 08.02.03.109 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board approved this amendment at a special Board meeting on January 22, 2015 as a temporary rule. During the legislative session there is a moratorium on proposed rules requiring the rule be brought back to the Board for consideration at this time to start the permanent rule amendment process. There have been no changes to the rule language from what was originally approved in January.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.109 as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

109. SPECIAL EDUCATION.

- 01. Definitions.** The following definitions apply only to Section 109 of these rules. (4-5-00)
- a.** Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (4-5-00)
 - b.** Department. State Department of Education. (4-5-00)
 - c.** Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-29-10)
 - i.** Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-29-10)
 - ii.** For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-29-10)
 - d.** Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (4-5-00)
 - e.** Governing Special Education Requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Special Education Manual; and special education case law that sets precedence in Idaho. (3-29-10)
 - f.** Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-29-10)
 - g.** Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (4-5-00)
- 02. Legal Compliance.** The State Department of Education and education agencies shall comply with all governing special education requirements. (4-5-00)
- a.** The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)
 - b.** The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for

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compliance with governing special education requirements and adopted policies and procedures. (4-5-00)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (4-5-00)

i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)

ii. Meets minimum health, fire and safety standards; and (4-5-00)

iii. Is nonsectarian; and (4-5-00)

iv. Provides special education services consistent with governing special education requirements. (4-5-00)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (4-5-00)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (4-5-00)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (4-5-00)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (4-5-00)

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (4-7-11)

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04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days, ~~excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension.~~ A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. (4-7-11)(____)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (4-5-00)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (4-5-00)

c. The IEP team shall determine the student's placement in the least restrictive environment. (5-3-03)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (4-5-00)

i. The child is ages three (3) through five (5), and (4-5-00)

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (4-5-00)

iii. The child's parents provide written consent to use the IFSP, and (4-5-00)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-29-10)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (4-5-00)

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (4-5-00)

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SUBJECT

Proposed Rule - IDAPA 08.02.03.128.01 – Curricular Materials Selection and Online Course Approval - Physical Education

REFERENCE

June 20, 2013

Board approved Proposed Fee Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness-Curricular Materials Selection and Online Course Providers

November 1, 2013

Board approved Pending Fee Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness – Curricular Materials Selection and Online course Providers adding limited English proficiency as a subject area.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118; 33-118A, Idaho Code,
Idaho Administrative Code, IDAPA 08.02.03.128

BACKGROUND/DISCUSSION

Idaho Administrative code, IDAPA 08.02.03.128 outlines the process for the Board to appoint the Curricular Materials Selection Committee, establishes a fee for publishers, and specifies the subject areas for which curricular materials are adopted by the Board.

Physical Education has been a part of that curriculum review the past decade, however, it is not listed as a required subject area. Pursuant to IDAPA 08.02.03.104 physical education is required to be offered in elementary, middle, and high schools, and 80% of Idaho's districts require physical education for graduation. The proposed amendments would add physical education to the list of subjects reviewed by the Curricula Material Selection Committee bringing the administrative rule into alignment with current practice.

IMPACT

Curricular materials would be reviewed and adopted based on the Idaho State Standards for Physical Education. Publishers and independent curriculum developers of physical education materials would be held to the same accountability for review and recommendation of approved curriculum.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.128

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03.128 – Inclusion of Physical Education to the list of subject areas for curricular materials adoption as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Professional Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars (\$60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process.

(3-27-13)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency. ~~(3-20-14)~~ ()

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall

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charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process. (3-20-14)

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SUBJECT

Temporary and Proposed Rule Changes IDAPA 08.02.03 regarding the Idaho English Language Assessment for clarity and cleanup.

REFERENCE

August 10, 2006	Board adopted the Idaho English Language (IEL) Development Standards
November 2, 2007	Board approved Pending Rules incorporating the IEL Development standards by reference into administrative code.
August 12, 2010	Board adopted the Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures and the Idaho English Language Assessment (IELA) Achievement Standards and approved temporary proposed rules incorporating them by reference.
November 17, 2010	Board approved pending rules
August 16, 2012	Board approved proposed rule changes to IDAPA 08.02.03.004. adopting the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards and incorporating them by reference.
November 19, 2012	Board approved pending rules

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03.004.04
Idaho Administrative code, IDAPA 08.02.03.008.01
Idaho Administrative code, IDAPA 08.02.03.111.04.c
Idaho Administrative code, IDAPA 08.02.03.112.02
Idaho Administrative code, IDAPA 08.02.03.112.05

BACKGROUND/DISCUSSION

Idaho Administrative Code incorporates the Idaho English Language Assessment (IELA) Achievement Standards by reference, defines what achievement standards are and sets the IELA proficiency levels. Proposed changes would remove duplicative standards that should have been removed when the Board adopted the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards in 2012, update the achievement level definitions for the IELA from “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” to Level 1 through Level 6 and then replaces the name of the current six levels to Level 1 through Level 6 for the IELA as part of Idaho’s accountability system, changing the names from the six levels that are currently referenced.

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IMPACT

If approved the amendments would remove redundant standards that may cause districts confusion and update the proficiency levels for the IELA as well as make additional technical corrections.

ATTACHMENTS

Attachment 1 – Temporary and Proposed rule amendment to
IDAPA 08.02.03

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. At the time of agenda production it was unclear whether or not this rule meets the requirements for a temporary rule. The removal of the redundant standard reference is a technical correction and does not qualify, additionally, the current proficiency standards include six standards and changing the names from the existing terms to levels 1 through 6 does not appear to meet the requirements.

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Staff recommends approval as a proposed administrative rule only.

BOARD ACTION

I move to approve the temporary and proposed rule amendment to IDAPA 08.02.03. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

~~**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)~~

~~**05 04. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on February 19, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. () (2-19-15)~~

~~**06 05. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. () (5-8-09)~~

~~**07 06. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. () (3-29-12)~~

~~**08 07. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. () (4-2-08)~~

~~**09 08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. () (4-2-08)~~

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037. The telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.idaho.gov. (3-15-02)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho

STATE DEPARTMENT OF EDUCATION
AUGUST 13, 2015

Code, and is a public record.

(3-15-02)

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and ~~“beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent”~~ **“Level 1 through Level 6”** on the Idaho’s English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (____)(4-2-08)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take ~~the IELA~~ **Idaho’s English language assessment** in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.03. (____)(4-11-15)

112. ACCOUNTABILITY

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (4-2-08)

02. IELA Idaho’s English Language Assessment Proficiency Levels. There are ~~six five (65)~~ **six (6)** levels of language proficiency for students testing on ~~the Idaho’s English Language Assessment: “beginning,” “advanced beginning,” “intermediate,” “early fluent,” and “fluent.”~~ **Level 1, Level 2, Level 3, Level 4, Level 5 and Level 6.** Definitions for these levels of language proficiency are ~~adopted~~ **incorporated** by reference in Subsections 004.02 ~~and 004.04.~~ (____)(4-2-08)

05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by ~~the Idaho’s English Language Assessment IELA~~ **the Idaho’s English Language Assessment IELA** and determined based on three (3) AMAOs: (____)(4-2-08)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)